

Berlin Central School District

DISTRICT-WIDE SAFETY PLAN

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DISTRICT WIDE SAFETY PLAN

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. School districts are required to develop a School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The Berlin Central School District's School's Safety Plan is responsive to the needs of the school and is consistent with the more detailed School Safety Plan required at the school building level. School districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school.

The Berlin Central School District supports the SAVE Legislation and intends to engage in a planning process. The School's Superintendent encourages and advocates on-going cooperation and support of Project SAVE.

GOALS

To promote and foster a safe school learning environment, the Berlin Central School District plans:

1. To provide a planning guide and framework for action to ensure a safe learning environment, including the physical safety of the schools, and promoting best practices to ensure the medical, emotional, social and physical safety of students.
2. To continue to use the District-wide Safety Committee to monitor and annually evaluate the district's District-Wide Safety Plan and Building Level Emergency Response Plans.
3. The established Building Emergency Response Teams within each building will assess specific building safety issues and report back to the District-wide Safety Committee.

PLAN IMPLEMENTATION

1. The Chief Emergency Officer for the Berlin Central School District is the Superintendent of Schools. The Chief Emergency Officer is responsible for

ensuring that the District-Wide Safety Plan and Building Level Emergency Response Plans are reviewed and updated annually, if necessary. The Chief Emergency Officer is responsible for ensuring that faculty and staff receive required training and that all required emergency drills are completed annually.

2. The Superintendent of the Berlin Central School District has formed a District-wide Safety Committee whose membership will be comprised of representatives from; parents, community, school administrators, teachers, counselors, support staff, transportation, maintenance and others to be determined by the Superintendent or designee.
3. The Superintendent and the District-wide Safety Committee has charged all building principals to form Building Emergency Response Teams within their school buildings consisting of at least the principal, secretary, buildings and grounds staff, teachers, and the school nurse.
4. It is the responsibility of each Building Emergency Response Team to use the Building Level Emergency Response Plan to develop Emergency Procedures to effectively maintain a safe building. Each year the Building Emergency Response Teams will need to assemble the information needed to assess the components of Emergency Procedures for their building.
5. The Building Principal must approve any modifications of each school's Building Level Safety Plan and submit it to the Superintendent of Schools. It is the Principal's responsibility to see that the Emergency Procedures are implemented through appropriate designation of tasks to School Safety Team members as well as others.
6. Each Building Emergency Response Team should plan to meet to monitor and adjust their Building Level Emergency Response Plans if necessary, throughout the school year; a minimum of three meetings is advisable.
7. It is the responsibility of the District-wide Safety Committee to continually re-evaluate District-Wide Safety Plan, to make necessary adjustments and to report annually to the Superintendent and/or the Board of Education.
8. Each year the District-Wide Safety Plan must be reviewed, updated if necessary, and adopted on or before September 1 of each year by the Board of Education upon the recommendations of the Superintendent as the Chief Emergency Officer.
9. The approved District District-Wide Safety Plan must be provided to the Building Principals by August 31 for individual building planning purposes. Copies will also be provided to local emergency first responders.
10. It shall be the responsibility of the Superintendent of Schools to maintain a progressive record of the District District-Wide Safety Plan and new or updated

Building Emergency Response Team Emergency Procedures for each year. Updated Building Level Emergency Response Plans must be submitted to the New York State Education Department by October 1, annually.

11. A copy of the plan is available in the school's office and is published on the District website. While linked to the District Safety Plan, the building level school safety plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law and any other provision of law in accordance with Education Law 2801-9.

RISK MANAGEMENT

The District is committed to minimizing risks that impact the interior and exterior physical environment of the schools. This commitment is evidenced by the maintenance of its buildings and grounds to maximize safe conditions. To ensure the best possible safe environment, our Superintendent of Buildings and Grounds conducts safety audits on a regular basis and compliance plans are developed and implemented if needed. Playground safety is a major area of responsibility; safety concerns are addressed immediately. Staff participates in the Right to Know, Bloodborne Pathogens, AED, and CPR training, District-Wide Safety Plan and Emergency Procedures as well as harassment prevention. The district continuously evaluates and updates its Emergency Procedures and has adopted the National Incident Management System.

Violence Prevention Initiatives

The Berlin Central School District continues to develop and investigate various strategies regarding security, violence prevention and intervention. Many school-wide prevention programs and interventions are in place within the district.

Examples include but are not limited to the following:

- School-based mental health services
- Cameras to monitor hallways, entrances, parking areas and playgrounds
- Monitored single entrance of each building
- Visitor sign in and sign out
- Code of Conduct
- Internet safety instruction
- Counseling groups
- Student support teams
- Character education
- Student assistance counselors
- Referrals to outside agencies
- Student-led leadership training
- Peer mediation

- DASA Initiatives
- Restorative practices
- School Resource Officer
- Threat Assessment team in conjunction with Rensselaer County TAM

Training Drills & Exercises

The district will review and conduct drills and other exercises to test components of Building Level Emergency Response Plans, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials.

The district:

- Has held and attended tabletop exercises on and off-site sponsored by Questar and involving local law enforcement officials.
- State police and local first responders have participation in “walk-throughs” of district schools for familiarization purposes.

Procedures for annual multi-hazard training for staff and students

Each school within the district shall:

- Conduct a minimum of four lockdown and eight fire drills per school year. A combination of eight drills are to be completed by December 31 with the remaining four drills to be completed by summer recess each year.
 - Drills and training shall be conducted in a trauma-informed, developmentally and age-appropriate manner.
 - Parental or guardian notification of drills must occur one week prior to any emergency drill.
 - Drills and training shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency.
 - Students and staff shall be informed when a school is conducting a drill.
- Provide all staff with lockdown and emergency training delivered by law enforcement.
- Provide the required staff with playground safety training (Berlin Elementary School only).
- Targeted staff will participate in blood borne pathogens training.

- Targeted staff is trained in policies/procedures pertaining to anti-harassment/bullying/violence.
- Students are instructed on lockdown procedures prior to the required lockdown drills each year.
- Students are instructed on emergency evacuation procedures prior to the required fire drills each year.
- Staff attends Rensselaer County Safe Schools meetings and other safety related training as they become available.
- Provide in-service to targeted staff titles on de-escalation, TCIS, restorative practices, and violence prevention.

School Security

Berlin Central School District is committed to providing a safe working and learning environment. To help ensure the personal safety of staff and students the following has been adopted.

Screening of potential new employees which includes:

- Providing a resume and three references
- Submitting to a criminal history background check that includes fingerprinting.

Security Personnel – Hall Monitors

Berlin Central School District utilizes existing staff to maintain a presence in the hallways during passing times, maintains a presence in school bus loading and unloading zones at the beginning and end of school days, and maintains a presence at any other strategically advantageous points to observe traffic flow. Staff training for these responsibilities is covered in annual violence prevention and multi-hazard training.

Early Detection of Potentially Violent Behaviors

Berlin Central School District will:

- Facilitate training for staff and students on specific policies regarding reporting of threats and conflicts, weapons, appropriate clothing and the clearly defined roles and responsibilities of all persons involved in the school setting.
- Disseminate information provided by the school Code of Conduct.

There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. Student support teams within each building meet regularly to monitor warning signs that may signal a student that may need help. Teachers and parents may make referrals on specific students through the building principal. Some signs may include:

- Social withdrawal
- Excessive feeling of isolation
- Excessive feeling of rejection
- Being the victim of violence
- Feeling of being picked on
- Low school interest and poor academic performance
- Expression of violence in writing and drawings
- Uncontrolled anger
- Patterns of impulsive, chronic hitting and bullying
- History of discipline problems
- History of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Alcohol and drug usage
- Affiliation with gangs
- Inappropriate access/use of firearms
- Serious threats of violence

Sites of Potential Emergencies

The Berlin Central School District has established procedures in the Building Level Emergency Response Plan for the identification of potential internal and/or external hazards that may be present in them. Building level plans will include and provide for temporary covering on vision panels in classroom doors as well as barricading of classroom doors as an additional measure to slow the access of an intruder in the event of an emergency. These procedures have been developed in coordination with local emergency management office personnel, fire department, and law enforcement agencies.

RESPONSE

Berlin Central School District recognizes that appropriate response to emergencies, such as bomb threats, intrusions, hostage takings and kidnappings, varies greatly depending on the situation. Building Level Emergency Response Plans detail the appropriate response to such emergencies utilizing the following protocols:

- Identification of the decision makers
- Determination of threat level
- Plans to safeguard students and staff
- Procedures to notify and direct students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

Law enforcement officials will be contacted by the Incident Commander in line with the Building Level Emergency Response Plan and will be requested based upon the “closest response agency” concept to ensure that the response to the incident is as rapid as possible. The school will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies.

Notification and Activation

- The following systems can be included as forms of communications:
 - Cell phone/telephone
 - Two-way radios
 - School Messenger system
 - Social media
 - School website
 - Intercom Emergency Alert System
 - Fax/E-mail/NOM Weather Radio
 - Local Media
- Upon being notified of an emergency, the Building Principal or Designee will contact law or emergency personnel in accordance with stated response protocol.
- In an event of an emergency, the Principal or Designee will notify all building occupants to take the appropriate protective action.

ACTION PLANS

Multi-Hazard Responses

The Berlin Central School District's multi-hazard response plans for taking actions in the following emergencies are included in the Building Level Emergency Response Plan. These include, but are not limited to, the following:

Acts of Violence • Bomb Threat • Hostage taking/kidnapping • Intrusion	Systems Failure • Building Structure Failure • Maintenance Emergency • Transportation Fleet Loss
Natural Hazards • Earthquake • Flood • Hurricane/tropical storm • Severe thunderstorm/tornado • Winter storm	Technological Hazards • Energy Supply Loss • Gas Leak • Hazardous Material Spill • Radiological Incident • Water Emergency

Medical Emergencies • School Bus Accident • Procedural Guidelines for Medical Emergencies • Pandemic Flu	Explosion and Fire • Explosion/Fire Emergency
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PANDEMIC PLANNING FOR PUBLIC HEALTH EMERGENCIES 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 public health emergency involving 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 public health emergency involving a communicable disease that are “substantially consistent” with the provisions of section 27-c of the Labor Law.

In the case of a public health emergency involving a communicable disease, the district will activate its Public Health Emergency – Continuation of Operations Plan, which is located in Appendix A at the end of this document. This plan is currently not in effect.

Emergency Remote Instruction Plan

At the September 2022 meeting of the Board of Regents, the following regulatory amendments were adopted related to remote instruction, including delivery of remote instruction under emergency conditions. The Department previously authorized a “snow day pilot” program during the 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which it would otherwise have closed due to an emergency. To give districts greater predictability, the Board of Regents approved an amendment to §175.5(e) of the Commissioner’s regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, but are not required to, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes.

In the event the school district closes school and chooses to implement the remote instruction plan, which is located in Appendix B at the end of this document, it will be utilized to ensure the day counts as a day of instruction towards the district’s 180 days of required instruction.

CARDIAC ARREST RESPONSE PLAN

Amendments to Education Law §2801-a(3)(a) requiring that policies and procedures for response to sudden cardiac arrest be included in building level emergency response plans are effective September 1, 2025. Second, amendments to Education Law §§ 917 and 2801-a (2) regarding AED equipment, AED maintenance and signage, and school safety training regarding cardiac emergency response plans in district-wide school safety plans are effective January 20, 2026. The new requirements for the development of a cardiac emergency response plan essentially formalize and embed within district-wide school safety plans and building-level emergency response plans, preexisting emergency protocols to respond to sudden cardiac arrest and other life-threatening emergencies. The requirements, as now set forth in the amendments to Education Law § 2801- a(2)(n), are:

- The use of appropriate personnel to respond to incidents involving any individual experiencing sudden cardiac arrest or similar life-threatening emergency on any school site owned or operated by a school or at a location of a school sponsored event, including but not limited to all athletic programs.
- Specific procedures for incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while attending or participating in an athletic practice or event while on school grounds that are venue specific.
- Integration of nationally recognized, evidence-based core elements, such as those recommended by the American Heart Association.
- Consideration of how to best integrate cardiac emergency response plans into community Emergency Medical Services (EMS) responder protocols.

(See Appendix C)

EVACUATION PROCEDURES

The following procedures have been developed for the safe evacuation of students, teachers, other school personnel and visitors to the school in the event of a serious incident.

1. Early Dismissal – Go Home Plan

Communication of the plan shall be primarily the responsibility of the school superintendent through cooperation with county and local community agencies, radio and television stations, and School Messenger emergency notification system.

2. Evacuation Plan

If there is a disaster within Rensselaer County, the Berlin Central School District Superintendent will implement an evacuation plan in cooperation with the Rensselaer County Emergency Services.

If the evacuation of the school building is deemed necessary, teachers will be responsible for all persons under their control. They will take class attendance, visitor logs and other important records with them to pre-designated safety areas.

Administrative personnel will take official visitor logs, along with 'essential' records, to the evacuation site.

3. Sheltering Plan

If it is necessary for a school building to be utilized to house students, all teachers and building administrators will stay with the students to oversee and to supervise such operations.

4. Emergency Evacuation Procedures/Sites

The following procedures will be used by school personnel in the event that the school building must be evacuated as a result of emergency circumstances:

If an evacuation is necessary before the start of the school day:

No students will enter building. All staff will vacate to nearest designated site.

If an evacuation is necessary during school hours:

All students within the building or waiting to enter will be evacuated to appropriate shelter site.

5. Student Release and Reunification

All students who have been evacuated to a pre-designated safety area will remain under the supervision of teachers and administrative personnel until the incident has been resolved. The incident commander will determine the plan for reunification with families.

6. Evacuation of Persons with Disabilities

It is the responsibility of the Principal and the District-wide Safety Committee along with the School Nurse to develop and implement an emergency evacuation plan for persons with medical issues and physical limitations. Plans will be included in each schools Building Level Emergency Response Plan.

RECOVERY

After a critical incident has occurred, the school is committed to a thorough and comprehensive recovery for students, staff and families. To achieve this goal, the Post-Incident Response Team should consider the following steps:

Step 1: Consult with Leadership Team and others to:

- Determine nature and advisability of team involvement
- If team is needed, acquire release from currently assigned responsibility

Step 2: Acquire facts and circumstances as to the nature of the trauma/loss

Step 3: Determine groups and/or individuals most affected by the trauma (target population)

Step 4: Assist Director in the following:

- Arrange for staff meeting and formulate staff meeting agenda
- Disseminate information to staff, parents, students, media, etc. (ex. letters, etc.)
- Determine logistical needs (ex. work space, crisis center, counseling rooms, class schedules, etc.)

Step 5: Assignment of team members and other staff to individual tasks

Step 6: Provide Crisis Team Services

- Conduct faculty meeting with all building staff and plan follow up meetings
- Conduct classroom meetings in seriously affected classes
- Assess needs and arrange for follow-up meetings with individuals and small groups
- Crisis Team “debriefing” at the end of the day
- Provide substitutes and aides as back-up staff for teachers
- Crisis workers in offices to aid office staff to deal with parents’ telephone calls and questions

Remind staff about “Teachable Moments”

- Death and grief education
- Personal safety, sorting rumor from fact
- Anatomy of the injury (ex. what type, extent, what it means)

Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc. This committee should be composed of staff, students and parents.

Step 8: Follow-up plans for ending Crisis Team involvement

- Staff meeting to go over staff questions and needs
- Provide feedback to teachers regarding individual student needs referral of literature
- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for meeting with Crisis Response Team to determine effectiveness of the Crisis Response Plan in addressing the needs for the incident

Follow-through

Berlin Central School District will work closely with local mental health services to:

- Provide services to children and families that are appropriate for the type of emergency/disaster
- Assess conditions and immediate needs of children and families including food, shelter, clothing and medical treatment
- Follow-up on referrals
- Decrease the internal and external stressors which affect the children and families
- Provide opportunities for children and families to verbalize their feelings and emotional support to aid recovery
- Guide the families through the emergency/disaster and provide tools and techniques for the families to help them recover

Appendix A: Public Health Emergency Continuation of Operations Plan

Berlin Central School District

Public Health Emergency – Continuation of Operations Plan

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Purpose

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 public health emergency involving communicable disease. The legislation (S.8617-B/ A.10832) amends subdivision 2 of section [2801-a of New York Education Law](#) to require that District Safety Plans include protocols for responding to a declared public health emergency involving a communicable disease that are “substantially consistent” with the provisions of section 27-c of the Labor Law.

Scope

The Public Health Emergency Continuation of Operations Plan (PHECOP) identifies the varied aspects of providing a safe work environment for continued education of students and district operations during a declared public health emergency. Essential roles and critical functions are outlined to assist in delivering required assets and support to instructional and non-instructional functions to effectively continue district operations during a declared public health emergency. Planning and response efforts ultimately support the whole school community: students, parents and staff of our district.

Requirements

Essential Titles

The following provides a list and description of positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, as well as a justification for such consideration for each position and title. This anticipates how certain positions/titles may be necessary to assist in response to a pandemic or communicable disease outbreak.

- Per S8617B/A10832:
 - ‘essential employee’ is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
 - ‘non-essential employee’ is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job
 - Note that per NYS Department of Health COVID-19 toolkit guidance, school staff are not essential workers.

A list of district-identified essential job functions and workers can be found on the chart below. It is important to note that those performing essential job functions will abide by the staggered schedule, in order to maintain and ensure safety for all employees. Whenever possible, employees should work from home and only be on-site at district premises for the completion of the essential functions listed below.

Department	Essential Position or Title	Description
Operations and Maintenance	Superintendent of Building & Grounds Head Maintenance Mechanics Maintenance Workers Head Custodians Custodial Workers	Maintain the cleanliness and continued functioning and maintenance of school buildings. Deep clean as necessary based on state and local health department requirements for public health emergencies. Assist with building operations in the event of district provided childcare for fire responders/health care workers
Grounds	Superintendent of Building & Grounds Head Groundskeepers Groundskeepers	Snow removal and groundskeeping
District Administration	Superintendent Asst Superintendents District based Administrators	Required to ensure continuity of the response efforts; coordinated response with state and local health departments; communication to families and staff; ensure all essential daily functions are completed
Information Technology	Network Engineer & Technicians	Maintain internet capability, including remote learning and working from home. Provide troubleshooting for internet and program access. Assist with internet connectivity to ensure Digital Equity.
Transportation	Director of Transportation Bus Drivers Bus Aides	To transport food to students who receive home meals and/or to transport students in the event they are attending in person instruction. Distribution of technology (laptops, hotspots, etc.) as necessary for Digital Equity
Food Service	Food Service Director Food Service Workers Support Staff (as needed)	To prepare and distribute meals to students. (for those at home with remote learning and at district childcare for first responders/health care workers)
Business Office	Business Official Payroll Clerk Accounts Payable	Processing of payroll deposits and checks; timely payment of district bills; processing

	Purchasing	and approving purchase orders for emergency supplies related to the public health emergency
Building Level Administration & Clerical Support	Building Administrators Clerical Support	Required to ensure continuity of the response efforts; communications to parents and staff; processing of purchase orders for emergency supplies; timely payment of building bills
Faculty and Staff	Teachers Related Service Providers Teaching Assistants School Nurse	Assist with district provided childcare for first responders/health care workers as required. Assist with distribution of meals to students as needed. Should it become necessary to meet a student's needs under IDEA and/or Section 504 regulation (FAPE), teachers/related service providers may be deemed essential on an as needed basis.

Remote Work and Telecommuting

The following is a description of the protocols the district will follow in order to enable all non-essential employees and contractors to telecommute. This description is not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable.

To enable all non-essential employees and contractors to telecommute, the District will follow a contingency plan in a similar format as during the pandemic shut down with full remote instruction in March 2020.

Non-essential employees will complete telecommuting agreements prior to working remotely in the event that the district will need to close for an extended period of time.

Staff required to work remotely will be provided with adequate district technology support to carry out their normal daily work functions. All district phones are able to be programmed to transfer to personal phone lines, which will be conducted to ensure continuity communications.

Non-essential employees will continue to have access to various digital platforms, including, but not limited to:

Remote Instructional Technology Platforms

Email and video conferencing technology and software	Google Classroom Suite- Learning Management System Grades 3-12
Student Management System – i.e. SchoolTool/eSchool/PowerSchool	Seesaw- Learning Management System K-2
Amplify Reading K-5	Google Suite Tools (Docs, Slides, Forms, etc.)
Other digital instructional platforms programs required to support remote learning	

Additional Remote District Technology Platforms

WinCap Web or Finance Manager	Student Management System – i.e. SchoolTool/eSchool/PowerSchool
IEP Direct	IT/Help desk technology, work order systems, remote access
Raptor Visitor Management	Google Suite Tools (Docs, Slides, Forms, etc.)
Work order system(s)	Fill with additional district technology to support office functions

District Technology Hardware, Software, and Devices

Laptops and Chromebooks	Video/webcam hardware
Virtual Private Network (VPN) access	Other computer hardware as needed (i.e. printers)
Specialty software available by download	District issued cell phones for appropriate staff

Staggered Work Shifts

In the event of a public health emergency, the school district has determined that essential employees / outside contractors will follow a predetermined work shift schedule set by the district in an effort to minimize viral contact or employee overcrowding within the building.

Essential Employee Title / Outside Contractor	Building Name	Shift / Work Hours
Custodial & Maintenance	Senior High Middle School Elementary School	1st Shift: 6:00am - 2:30pm, 8:00am - 4:30pm 2nd Shift: 2:30pm - 10:30pm, 3:00pm - 11:30pm
Faculty	Senior High Middle School Elementary School	1st Shift (In-person or Hybrid Learning): 7:30am - 2:30pm, 8:00am - 3:00pm
Cafeteria	Senior High Middle School Elementary School	1st Shift: 6:00am - 2:30pm
Aides	Senior High Middle School Elementary School	1st Shift: 9:30am - 1:00pm, 10:00am - 1:30pm
Administration	Business Office / Superintendent's Office	1st Shift: 7:00am - 3:00pm, 7:30am - 3:30pm, 8:00am - 4:00pm, 8:30am - 5:00pm
*xxx Company		1st Shift: 7:00am - 2:30pm 2nd Shift: 2:00pm - 10:30pm
Questar III BOCES	District-wide	1st Shift: 8:00am - 4:30pm
xxx After School Program	Elementary School	2:30pm - 6:00pm

*Outside contractors will coordinate with district officials to determine the best work shift schedules that will work within contractual agreements, maintain work productivity, and minimize the potential spread of viral contact.

Transportation

For transportation needs, in the event of a public health emergency, the school district will ensure all predetermined protocols and procedures as mentioned in the district's reopening plan are adhered to.

Driver/Monitor/Aide/Maintenance

- All employees will be provided all necessary PPE to perform their duties safely. Maintenance personnel operating school owned vehicles will be required to disinfect high touch surfaces periodically during the occupancy of their vehicle.
- Maintenance employees will operate their designated vehicles solo and passengers/coworkers are prohibited.
- All employees are encouraged to sanitize their hands frequently before and after operating vehicles.

Cleaning and Sanitizing

- Each bus will have all high traffic areas properly cleaned between each run.
- Each bus utilized in the school day will be sanitized at least once daily.
- Maintenance vehicles will be routinely cleaned and sanitized placing emphasis on high touch surfaces.

Personal Protective Equipment

The following protocols will be implemented by the district to procure personal protective equipment (PPE) for essential employees, based upon tasks and needs related to the public health emergency. Specific information related to required storage and accessibility can be found in **Appendix I, Infectious Disease Preparedness and Response Plan**

Procurement

1. The district will abide by the Board of Education Procurement Policy. In the event an Executive Order by the Office of the Governor indicates that schools may suspend their procurement policy temporarily due to the public health emergency.
2. The district will secure and provide PPE for employees.
3. Procurement of PPE, other than basic preliminary purchases, will be done on a consolidated basis.
4. The district will promote and reinforce the use of PPE among all staff.

PPE Supply Management

The purchasing department will work with each department to determine the overall PPE needs of the district. Centralized purchasing will be used when possible.

All types of PPE must be:

- Selected based upon the hazard to the staff.
- Properly fitted and periodically refitted, as applicable (e.g., respirators).
- Consistently and properly worn when required.
- Regularly inspected, maintained, and replaced, as necessary.
- Properly removed, cleaned, and stored or disposed of, as applicable, to avoid

- contamination of self, others, or the environment.
- The district will maintain an inventory of PPE in accordance with the NYS Education Department, NYS Department of Health and CDC guidelines. PPE will be continually restocked as needed.
- Storage of personal protective equipment will be on campus and comply with the manufacturer's storage recommendations for each item.
- PPE equipment will be readily available to all employees through identified disbursement protocols.

Exposure and Response

Effective prevention and mitigation steps are required to prevent the spread and/or contraction of the virus/disease. In the event an employee or contractor is exposed to a known case of the identified virus/disease, exhibits symptoms of the virus/disease, or tests positive for the virus/disease, the district will follow the current guidance from the Center for Disease Control, the New York Department of Health and the local health department. Appropriate cleaning and disinfection protocols will be followed. Steps will be followed to isolate the positive case and contact trace exposed individuals for quarantine. Contact tracing protocols will be implemented and followed in accordance with the local health department requirements as the lead agency. Established protocols shall not violate any existing federal, state, or local law, regarding sick leave or health information privacy.

1. Detailed actions for both daily and emergency cleaning of work areas, common area surfaces and shared equipment can be found in **Appendix II**.
2. The District will adhere to privacy, accommodation, and HIPAA laws, and any federal or state requirements relating to protection of identified individuals during the public health emergency.
3. The District will adhere to any federal or state paid / unpaid leave provisions regarding quarantine, testing, exposure, and treatment protocols during a declared public health emergency.
 - a. Represented employees will have access to contractual leave as outlined in their respective bargaining unit agreements.

- b. Non-represented employees have access to leave based on their current job titles and as outlined in board policy.
4. Contact tracing protocols will be implemented and followed in accordance with the local health department requirements as the lead agency.

Onsite Documentation

The following are protocols to limit exposure and facilitate contact tracing during a public health emergency. These protocols are for documenting precise hours and work locations, including off-site visits, for essential employees and contractors will be established. They are designed only to aid in tracking of the disease and to identify exposed employees and contractors for contact tracing and to facilitate the provision of any benefits which may be available.

On-Site Employee Contact Documentation

- Complete daily health screening questionnaire prior to arrival on site or immediately upon arrival on site. If symptomatic, do not enter.
- Employees should use a swipe badge or electronic access system if available. Such a system can be used to stagger access and limit staff numbers to reduce unnecessary interactions.
- Use district contact tracing forms
- Record person to person contacts (other than incidental contacts) as they occur
- Record accurate times of contact
- Masks must be worn at all times
- Social distance whenever possible, if a task limits social distancing re-examine the task to see if there is another way for it to be accomplished
- Conduct virtual meeting and interactions whenever possible
- Stagger task that involves multiple individuals to use the same space to improve social distancing
- Limit internal travel to location required by designed duties or tasks
- Limit number of staff in public location such as bathrooms or break rooms
- Turn all contact sheets in at the end of each workday

Vendor Contact Documentation

- Vendors must wear PPE at all times while on site
- Vendors must social distance wherever possible
- Deliveries should be scheduled in advance to minimize contact with staff.
- Establish a delivery drop zone where material can be dropped off at designated times contact free
- Vendors who must enter the facility and interact with staff will be screen with a daily health screening questionnaire
- If staff must interact with vendors, they must record the interaction on the district contact tracing form, including accurate times of interaction
- Clean/disinfect the delivery area(s) between uses.
- Vendor visits/meetings that do not involve delivery must be done remotely

Contractors - Construction project related Contact Documentation

- Contractors must complete a daily health screening questionnaire with their employer either prior to arrival on site or immediately upon arrival on site. If symptomatic do not enter.
- Contractors must wear PPE at all times while on district grounds
- Contractor tasks should be scheduled to reduce or eliminate interaction with all district staff. The use of closed off zones or after-hours work should be considered.
- If contractors are required to interact with district staff or work in a shared space the district staff must record this interaction on the district contact tracing form, including accurate times of contact
- Contractor and related project meeting must be remote whenever possible

Off-Site Employee Contact Documentation

(The following pertains to employees who work off site; not from home, or must leave the main location to conduct district business:)

- Complete daily health screening questionnaire prior to going to any off-site location
 - Complete screening survey at designated location as well
- Wear PPE at all times
- Social distance whenever possible
- Schedule virtual visits or meetings whenever possible
- Minimize the number of different locations visited in a day
- Record all person-to-person contacts (other than incidental contacts) as they occur
- Record accurate contact times
- Inquire about possible symptoms or exposure of individuals at locations that may need to be entered that are not business. If there are noted symptoms, or known exposure, do not enter these locations

Emergency Housing for a Public Health Emergency

Coordination with the local health department may be necessary in the event emergency housing is necessary during a public health emergency.

Berlin Central School District

Infectious Disease Preparedness and Response Plan

Infectious Disease Preparedness and Response Plan

This plan was developed to help identify risk levels at Berlin Central School District and to determine appropriate control measures to implement when faced with infectious diseases. This plan will assist in implementing engineering, administrative, and work practice controls including personal protective equipment (PPE) in order to prepare and respond to infectious diseases.

Risk Factors

Employee risk of occupational exposure to infectious diseases during an outbreak may vary from very high to high, medium, or lower (caution) risk. The level of risk depends on the individual's job requirements, including the requirement for social distancing. During pandemics, the Occupational Safety and Health Administration (OSHA), may issue guidance on occupational risks for workers. In addition to the levels of occupational risk, there are factors that can greatly affect mortality and certain individual's ability to fight specific infectious diseases.

The Occupational Risk Pyramid depicts the four exposure risk levels in the shape of a pyramid to represent probable distribution of risk. Most job functions within the district will fall in the **medium** exposure risk level. (<https://www.osha.gov/Publications/OSHA3993.pdf>)

Occupational Risk Pyramid



- **Very high** exposure risk jobs with a high potential for exposure to known or suspected sources of infectious diseases during specific medical, postmortem, or laboratory procedures. Staff in this category include:
 - Healthcare and morgue staff performing aerosol-generating procedures on or

collecting/handling specimens from potentially infectious patients or bodies of people known to have, or suspected of having, an infectious disease at the time of death.

- **High** exposure risk jobs with a high potential for exposure to known or suspected sources of an infectious disease. Staff in this category include:
 - Healthcare delivery, healthcare support, medical transport, and mortuary staff exposed to known or suspected infectious disease patients or bodies of people known to have, or suspected of having, infectious disease at the time of death.
- **Medium** exposure risk jobs that require frequent/close contact with people who may be infected, but who are not known or suspected patients. Staff in this category include:
 - Those who may have contact with the general public (e.g., schools, high-population-density work environments, some high-volume retail settings), including individuals returning from locations with widespread infectious disease transmission.
- **Lower** exposure risk (caution) jobs are those that do not require contact with people known to be, or suspected of being, infected nor frequent close contact with (i.e., within 6 feet of) the general public.
 - Staff in this category have minimal occupational contact with the public and other coworkers.

Risk Control

Monitoring of current situations will be crucial. Federal and state, local department of health (LDOH) recommendations will be followed for situations that may arise as a result of outbreaks, such as:

- Increased rates of staff absenteeism.
- The need for social distancing, staggered work shifts, downsizing operations, delivering educational services remotely, and other exposure-reducing measures.
- Interrupted supply chains or delayed deliveries.
- Positive cases of infectious disease that require facility closures.

Conducting essential operations with a reduced workforce should be planned in advance through Continuity of Operations Planning (COOP). These mission critical functions would include at least:

- Payroll

- Benefits management for staff
- Accounts receivable/payable
- Delivery of educational services remotely
- Meal distribution programs and backpack programs
- Building cleaning and sanitization
- IT Support

Risk Reduction

Protecting staff will depend on emphasizing basic infection prevention measures. All staff should implement good hygiene and infection control practices. An aggressive communication plan in the school buildings and community help promote basic infection prevention measures should include:

- Promoting frequent and thorough hand washing by communicating to staff, students, contractors, visitors, and other individuals the importance of washing their hands.
 - Hand washing should last at least 20 seconds and include scrubbing all surfaces and under the nails.
 - If soap and running water are not immediately available, provide alcohol-based hand sanitizer containing at least 60% alcohol.
 - Handwashing should be conducted immediately when soap and running hot water is available.
- Encourage or enable staff to stay home if they are sick.
- Encourage respiratory etiquette, including covering coughs and sneezes.
 - Provide staff, students, and visitors with tissues and trash receptacles.
- Social distancing
- Discourage staff and students from using other's cell phones, desks, offices, or other work tools and equipment, whenever possible.

Regular housekeeping practices are also necessary in assisting in keeping facilities open. Proper cleaning, sanitizing, and disinfecting procedures are required to be completed by maintenance staff. Facility directors and staff must:

- Follow manufacturer's instructions for use of all cleaning and disinfection products must be followed at all times (e.g., concentration, application method, contact time and required PPE).
- Ensure selected disinfectant products are on the approved Environmental Protection Agency (EPA) List for use against emerging viral pathogens.

A comprehensive list of approved cleaning, sanitizing, and disinfecting products can be found in Appendix B of this document.

District policies and procedures should be written in advance to address the following needs:

- Reduction in essential workforce

- Telecommuting
- Job rotations
- Staggered shifts
- Distance learning
- Meal/food preparation
- Childcare operations

Policies and Procedures for Prompt Identification and Isolation of Sick People

Prompt identification and isolation of potentially infectious individuals is a critical step in protecting staff, students, visitors, and others. The district must inform and encourage staff to monitor for signs and symptoms of any suspect contagions. Nursing staff must also have the proper resources to manage students presenting symptoms as school.

Federal, State, and LDOH guidance must be followed regarding protocols for:

- Stay at home,
- Self-quarantine,
- Mandatory isolation
- Return to school or work

Procedures for immediately isolating staff or students who have signs and/or symptoms of a contagious pathogen:

- Move potentially infectious people to a location away from staff, students, and other visitors. Isolation rooms or areas should be designated areas until potentially sick people can leave the building.
- Follow Federal, State and Local guidance to take steps to limit spread of the respiratory secretions of a person who may have a virus. This would include providing the infected person with a face mask.
- Restrict the number of personnel entering isolation areas.
- Protect staff in close contact with a sick person or who may have been exposed to or have made contact with a person carrying an infectious disease using additional engineering and administrative controls, safe work practices, and PPE. Staff whose activities involve close or prolonged/repeated contact with sick people are addressed further in later sections covering workplaces classified at medium and very high or high exposure risk.

Develop, Implement, and Communicate about Workplace Flexibilities and Protections

When faced with a contagious disease outbreak, the district shall:

- Follow the recommendations of Federal, State, and Local authorities.

- Maintain regular or routine proactive communication with these authorities
- Ensure that sick leave policies are flexible and consistent with state and local guidance and that employees are aware of these policies.
- Maintain flexible policies that permit employees to stay home to care for a sick family member. Employers should be aware that more employees may need to stay at home to care for sick children or other sick family members than is usual.
- Encourage staff to follow the guidance of their physician or LDOH for notification of illnesses and stay at home procedures.
- Monitor staff concerns about pay, leave, safety, health, and other issues that may arise during infectious disease outbreaks.
- Provide adequate and appropriate training regarding essential worker functions. Ensure protocols are in place for staff health and safety, including proper hygiene practices and the use of any workplace controls. Informed staff who feel safe at work are less likely to be unnecessarily absent.

Implement Workplace Controls

The best way to control a hazard is to systematically remove it from the workplace, rather than relying on staff to reduce their exposure. During an outbreak, when it may not be possible to eliminate the hazard, the most effective protection measures are (listed from most effective to least effective):

1. Engineering controls
2. Administrative controls
3. Personal Protective Equipment (PPE)

There are advantages and disadvantages to each type of control measure when considering the ease of implementation, effectiveness, and cost. In most cases, a combination of control measures will be necessary to protect staff from exposure.

Engineering Controls

Engineering controls involve isolating employees from work related hazards. In workplaces where they are appropriate, these types of controls reduce exposure to hazards without relying on staff behavior. Engineering controls may differ depending on the infectious disease.

Controls may include:

- Increasing HVAC ventilation rates in the work environment.
 - The HVAC system will require an evaluation to determine if this control method will be viable.
- Installing physical barriers, such as clear plastic sneeze guards.
 - Such barriers will require an evaluation prior to installation to maximize its efficiency.
- Utilizing exterior/outside methods for meal and schoolwork distribution.
 - Use of bags and boxes
- Isolation rooms and areas for sick students to use prior to being picked up or

leaving the building(s).

- If possible, select isolation rooms with secondary access so that compromised student(s) do not travel back into the shared space.

Administrative Controls

Administrative controls require action by the staff or employer. Typically, administrative controls are changes in work policy or procedures to minimize exposure to a hazard.

Examples of administrative controls include:

- Encouraging or enabling sick staff to stay at home.
- Minimizing contact among staff, students, and visitors by replacing face-to-face meetings with virtual communications and implementing telecommuting when feasible.
- Establishing alternating days or extra shifts that reduce the total number of employees in a facility at a given time, allowing them to maintain distance from one another while maintaining a full onsite work week.
- Discontinuing nonessential travel to locations with ongoing outbreaks.
- Developing emergency communications plans, including a forum for answering staff and family concerns and internet-based communications.
- Providing staff with up-to-date education and training on contagious disease risk factors and protective behaviors (e.g., cough etiquette and care of PPE, when necessary).
- Training staff who need to use protective clothing and equipment how to put it on, use/wear it, and take it off correctly, including in the context of their current and potential duties. Training material should be easy to understand and available in the appropriate language and literacy level for all staff.

Safe Work Practices

Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices include:

- Providing resources and a work environment that promotes personal hygiene. For example, provide tissues, trash cans, alcohol-based hand sanitizer containing at least 60 percent alcohol, cleaners, disinfectants, and disposable towels for staff to clean, sanitize, and disinfect their work surfaces.
- Requiring regular hand washing and use of alcohol-based hand sanitizer when hand washing is not readily available. Staff should always wash hands when they are visibly soiled and before and after removing any PPE.
- Post age-appropriate hand washing signs in restrooms.

Personal Protective Equipment (PPE)

While engineering and administrative controls are considered more effective in minimizing exposure to contagions, PPE may also be needed to prevent certain exposures. While correctly using PPE can help prevent some exposures, it should not take the place of other prevention strategies.

Examples of PPE include gloves, goggles, face shields, face masks, and respiratory protection, when appropriate. During an outbreak of an infectious disease, recommendations for PPE specific to occupations or job tasks may change depending on job tasks, updated risk assessments for staff, and information on PPE effectiveness in preventing the spread of the disease.

All types of PPE must be:

- Selected based upon the hazard to the staff.
- Properly fitted and periodically refitted, as applicable (e.g., respirators).
- Consistently and properly worn when required.
- Regularly inspected, maintained, and replaced, as necessary.
- Properly removed, cleaned, and stored or disposed of, as applicable, to avoid contamination of self, others, or the environment.
- Storage of personal protective equipment will be on campus and comply with the manufacturer's storage recommendations for each item.
- PPE equipment will be readily available to all employees through identified disbursement protocols.

Employers are obligated to provide designated staff with PPE needed to keep them safe while performing their jobs. The types of PPE required during an outbreak will be based on the risk of being infected with the contagious disease while working and job tasks that may lead to exposure. This may be directed by the federal, state and or LDOH.

Staff, including those patients known to be, or suspected of being, infected and those performing aerosol-generating procedures, need to use respirators per National Institute for Occupational Safety and Health (NIOSH) standards. These staff would be required to be in a respiratory protection program and follow the requirements to wear a respirator.

Appendix B:

Berlin Central School District Emergency Remote Instruction Plan

Purpose

In the event the Berlin school district closes school and chooses to implement remote instruction, the following plan will be utilized to ensure the day counts as a day of instruction towards the district's 180 days of required instruction.

The state defines remote learning as "instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher."

In order to meet the requirement of "regular and substantive daily interaction between the student and teacher", we will follow these guidelines:

1) Communication - All notification (to the extent possible) is sent the day before the closure (for remote instruction).

- With staff - Email
- With parents - School Messenger, Website, Local stations
- With students - Schoology

2) IT -

Chromebooks - each student has an ipad or a chromebook.

- BES would need advanced notice as students don't take devices home each day.
- Charging should not be an issue as charging cables can be sent home.
- Grades 6-12 can bring devices home each day.
- Notice to students, staff and parents regarding remote instruction would go out the night before (to the extent possible), to have devices prepared.
- Hotspots for this purpose - Activated before winter starts and then deactivated in spring.

3) Instruction

BES Grades K-5

BES Remote Schedule

Remote Teaching Schedule by Grade

Instructional Time: This time is to be used by classroom teachers to have live whole class meetings/lessons and to meet with small groups. During this time, students will be working with their classroom teacher(s) or completing activities on Seesaw or Schoology. Special area teachers/MTSS will follow their normal schedule. All classes will be taught live.

Kindergarten

8:15-9:00	Planning
9:00-9:20	Homeroom
9:20-9:50	MTSS
9:50 - 11:00	Instructional
11:00 - 12:00	Lunch/Recess
12:00 - 1:00	Instructional
1:00-1:40	Special
1:45 - 2:45	Science/Social Studies

First Grade

8:15-9:00	Planning
9:00-9:15	Homeroom
9:15-11:00	Instructional
11:00-12:00	Lunch/Recess
12:00 - 1:15	Instructional
1:15-1:45	MTSS
1:45 - 2:20	Special
2:20-2:45	Science/Social Studies

Second Grade

8:15-9:00	Planning
9:00-9:15	Homeroom
9:15-11:00	Instructional
11:00-11:30	MTSS
11:35-12:15	Special
12:15-1:15	Lunch/Recess
1:15-2:15	Instructional
2:15-2:45	Science/Social Studies

Third Grade

8:15-9:00	Planning
9:00-9:15	Homeroom
9:15-10:50	Instructional
10:50-11:30	Special
11:30-12:30	Lunch/Recess
12:35-1:05	MTSS
1:05-2:15	Instructional
2:15-2:45	Science/Social Studies

Fourth Grade

8:15-9:00	Planning
9:00-9:15	Homeroom
9:20-10:00	Special
10:00-11:25	Instructional
11:35-12:05	MTSS
12:05-1:05	Lunch/Recess
1:10-1:40	Science (Laz Days 1,2, Kneer Days 3,4, Mulvey Days 5,6) Social Studies
1:40-2:45	Instructional

Fifth Grade

8:15-9:00	Planning
9:00-9:15	Homeroom
9:20-10:10	Rotation 1
10:15-10:45	MTSS
10:50-11:40	Rotation 2
11:45-12:15	Lunch
12:15-12:55	Special
1:00-1:50	Rotation 3
1:50-2:15	Recess
2:15-2:45	Science/Band Day 5/Chorus Day 2

At the elementary level, a schedule has been created that will closely follow a typical school day as much as possible. The schedule will include instruction in ELA, Math, Science and/or Social Studies. Students will meet with their special area teachers at their regularly scheduled times.

Our schedule will also allow for students to receive any MTSS support they would receive on an in person school day.

- All schedules include breaks for lunch and recess
- All classes will begin at 9:00 am and start with a homeroom period for students to acclimate to the day and check in with their teachers
- Teachers will have the 8:15-9:00 block for planning
- The instructional day will end at 2:45 pm for all classes
- The 2:45 - 3:15 will be used for grade level, team, or faculty meetings as needed.
- Attendance will be required for all remote instruction days

BMHS Grades 6-12

Basic Overview:

- All scheduled classes would continue to meet on a shortened schedule
- Maintains alignment with BMHS schedule (sequence of classes)
- 35 minute instead of 45 minute classes
- Continues later student start time (8:45) and earlier student end time (2:00)
- Provides additional teacher prep time in the morning to prepare for classes in remote setting
- Continues to put meeting time inside the teacher day (at the end of the day)

● Building Schedule:

BMHS Remote Schedule

Period	Start Time	End Time	Minutes
Teacher Remote Class Preparation	7:50	8:45	55
1	8:45	9:20	35
2	9:20	9:55	35
3	9:55	10:30	35
4	10:30	11:05	35
5 (6 Lunch)	11:05	11:40	35
6 (7 and 8 Lunch)	11:40	12:15	35
7 (9/10 Lunch)	12:15	12:50	35
8 (11/12 Lunch)	12:50	1:25	35
9	1:25	2:00	35
Faculty/Staff Meetings	2:00	2:45	45

Instruction in online format:

- Class sessions take place during above scheduled times
- Taking attendance
 - Attendance records must be maintained
 - Presence in online session
 - Polling questions/exit ticket/formative assessments

- Shouldn't be 35 minutes of teacher talk
- Combine with breakout rooms/groups
- Consider jump starting student activities and providing time for guided and independent practice/work
- Independent work beyond 35 minute sessions:
 - Limit additional work to 15 minutes
 - If remote learning is for an extended period, please do not assign homework each day
 - Focus in classes on:
 - Social-emotional wellbeing
 - Academic content
 - Information sharing
 - Community-building
 - In the event of an extended closure:
 - Assist students in connecting them with school resources
 - Encouraging them to connect with specific teachers
 - Refer to school counselor or principal as needed
 - Support student success by checking in on their progress
 - Encourage students and show them that there are caring adults in their corner
 - Show announcements through Google Meet
 - During the day district/building meetings

TA's - assist with virtual lessons

4) Attendance

During a physical school closure, we are still required by the NYS Education Department to record our daily attendance. Attendance should be reported in SchoolTool as is done for in-person instruction.

Faculty should ensure that they are gathering attendance in one of the following ways:

- During a live Google Meet. This could be done during one of the instructional activity periods.
- A student/parent response to a prompt on SeeSaw/Google Classrooms.
- Submission of a Google Form created by teacher and sent to students/parents.
- Teachers will report attendance based on work completed and returned on the next school day.

5) Transportation

No bus runs.

PD will be offered on these days to the extent possible. If there is no PD offered or offered for hours less than the total amount the staff member would use in a typical day, then staff can claim time for the remaining hours.

6) Nurses

Do office work and keep a record of what they did. May be done from home with supervisor approval.

7) Special Education Services

Berlin CSD will continue to provide special education services to our students. Special Education staff should coordinate those services with the general education teachers as best you can based on the time instruction is occurring.

TAs

All TAs should follow the schedule outlined to them by the special education teacher or building principal.

8) Related Service Staff

OT, PT, Speech

Please plan on seeing your students as scheduled

Psychologists, Counselors

Please connect with the building principal on building needs for the day.

Please check in with your counseling students (virtual meetings, etc.) as well as other classroom meets as needed. Ensure that students are going to the right classes.

Could work virtually as a team

Social workers

Set up virtual meetings with students.

9) Administrators, Custodial, B&G, Secretaries - report to work in-person.

10) Lunch staff, No lunches provided. PD will be offered on these days to the extent possible. If there is no PD offered or offered for hours less than the total amount the staff member would use in a typical day, then staff can claim time for the remaining hours.

11) Monitors PD will be offered on these days to the extent possible. If there is no PD offered or offered for hours less than the total amount the staff member would use in a typical day, then staff can claim time for the remaining hours.

Appendix C



Berlin Central School District Cardiac Arrest / AED Response Plan

Berlin Central School District (the “District”) is committed to providing a safe and healthy environment for students, staff, parents, and visitors to its schools (the “School Community”). To help the District provide this service to the School Community, the District implements the following Automated External Defibrillator (“AED”) Response Plan (the “Plan”). The District’s Board of Education (the “Board”) has adopted a policy concerning AEDs and their availability in the event of a cardiac emergency on school property or during a school sponsored or approved curricular or extracurricular activity or event. The Plan shall supplement the District’s AED Policy. The District complies with all applicable requirements set forth by New York State concerning AEDs in public schools.

MAINTENANCE AND TESTING AED

Whenever the District’s instructional school facilities are used for school-sponsored or school-approved curricular or extracurricular events or activities, the school officials and administrators responsible for such school facility shall ensure the presence of at least one Voluntary AED Response staff member properly trained in the operation and use of AED equipment.

The **school nurse** in each building shall be responsible for the maintenance and testing as required by the manufacturer. All AED equipment will be tested, inspected, and maintained in accordance with the manufacturer’s recommendation. Each AED will be checked monthly with regard to battery condition, overall readiness for use, and adequate supplies.

If there are any issues with the AED or low battery during routine checking of the AED, it shall be reported to the school nurse so repair can occur, or a replacement can be ordered. The batteries when they are red and beeping have about 10 charges left in them in case you need to use this before a battery can be replaced.

The results of the monthly test shall be logged into the District’s AED tracking form.

AED TRAINING

Only those District employees who are properly trained to use AEDs in accordance with the laws of the State of New York shall be authorized to use the District’s AEDs in an emergency. A current list of Voluntary AED Response staff members shall be maintained by the School Nurse. This requirement, however, shall not prohibit operation of an AED by a health care provider licensed or certified under the N.Y. Education Law, a person certified under Article 30 of the N.Y. Public Health Law and acting within the scope of their practice, or a person acting pursuant to a lawful prescription.

All Voluntary AED Response staff members must successfully complete a training course in the operation of AEDs designed by an organization approved by the New York State Department of Health for the purpose of training individuals in the use of AEDs.

All Voluntary AED Response staff members must submit written evidence to the School nurse showing their successful completion of an approved AED Training Course. The district will maintain these certification

records in the Nurses office. To be authorized by the district to use an AED in an emergency, the Voluntary AED Response staff member must have up-to-date training (no more than 2 years in between training) in effect at the time of use of an AED.

All Voluntary AED Response staff members must be familiar with the District's AED Response Plan.

Under N.Y. Public Health Law (i.e., the Good Samaritan Law), any person or entity that purchases, operates, facilitates the implementation or makes available resuscitation equipment, including an AED, is not liable for damages arising either from the use of the AED by a person who voluntarily and without expectation of monetary compensation renders first aid or emergency treatment at the scene of an accident or medical emergency, or from the use of defectively manufactured equipment. This law, however, does not protect individuals or entities from liability arising out of their own negligence, gross negligence, or intentional misconduct.

LOCATION OF AEDS

The AED locations are as follows:

Elementary: Corridor by Main entrance, Second floor north end corridor.

MS/HS: Across the hall from the main office, Gymnasium, North hallway,
Health office, Main office 2 AED's (available to be signed out for school activities)

Bus Garage: In the break room.

Any AED that is being used by the Athletic Department teams is to be kept stored between the temperatures ranging between 32 degrees F to 122 degrees F. Humidity 5% to 95% (non-condensing)

THE UNITS MUST NOT BE LEFT IN A CAR

Building Location Information

School Building Name & Address: Berlin Elementary
School Street Berlin, NY 12022

School Building Emergency Phone number: 518-658-1500 Ext 3007

A. Voluntary AED Response staff members

Building Coordinator (Building Nurse): Rebecca Galusha x CPR

1. Kelly Berkau x CPR
2. Dacia Proper x CPR
3. Samantha Higgins x CPR
4. Jean Hammond x CPR

B. Location of AED(s): Corridor by Health office, Second floor north end corridor

Building Location Information

School Building Name & Address: Berlin Middle/ High School
17400 Route 22 Cherry Plain, NY 12040

School Building Emergency Phone Number: 518-658-1500 Ext 1061

A. Voluntary AED Response staff members

Building Coordinator (Building Nurse): Michele Corsey x CPR

1. James Taylor Shaw x CPR
2. Dacia Proper x CPR
3. Samantha Higgins x CPR
4. Mikaela Marbot x CPR

B. Location of AED(s): Across the hall from the main office, Gymnasium, North hallway, Health office,
Main office 2 AED's (available to be signed out for school activities)

BASIC EMERGENCY AED RESPONSE PROCEDURES

Sudden cardiac arrest events can vary greatly. Properly trained Voluntary AED Response staff members must be prepared to perform the duties outlined below. Immediate action is crucial to successfully respond to a cardiac emergency.

In the event of an emergency, a properly trained Voluntary AED Response staff member will assess the situation and respond in accordance with their training. Depending on the circumstances, below is a list of protocols the Voluntary AED Response staff member must be prepared take:

- Determine unresponsiveness of the victim and need to activate AED Response Plan.
- If victim is unresponsive, call 911 and get AED.
- Assess the victim: Airway, breathing and circulation.
- Initiate CPR if required, while the AED is brought to the victim's side.
- The public address system, when practicable, will be used during school hours to activate responders and indicate location of victim.
- Call for a hold in place to clear the halls.
- Designate an individual. If available, to wait at the faculty entrance to direct the victim's location.
- Designate someone to document information if available.
- If time allows make a copy of the student medical transcript to be provided to EMS.
- Upon arrival, place the AED near the head of the victim, close to the AED operator.
- Prepare to use AED.
- Turn on the power.
- Bare and prepare chest for AED use.
- Attach AED to victim.
- Stop CPR while the device analyzes the heart rhythm.
- Follow the machine prompts for further action.
- If shock is indicated, be sure all rescuers are CLEAR before shock is administered.
- Upon arrival, EMS shall take charge of victim.
- Provide victim information: name, age, known medical problems, time of incident, and copy of the medical transcript if available, etc.
- Provide information as to current condition and number of shocks administered.
- Notify the school nurse of AED usage.
- Bring AED to the school nurse so they can access the data card from the machine.

Establish a Code: This code name will be used to initiate a response to a cardiac emergency by activating the voluntary AED Response staff. The code should be communicated on the drill day and in a real cardiac emergency as defined in your communication plan. Encourage staff members to be descriptive in addition to a code name and *“state there is a medical emergency in room #, teacher’s name and geographic location. For example, Code AED, Room 320, Ms. Jones’ room, English hallway or Medical Emergency Response Team to Room 103.”* Some ideas to consider include putting an AED symbol on your

evacuation plan showing AED locations and the code to activate your school's emergency response plan, making a condensed version of your plan for the back of staff ID badges or to place on/near each classroom phone.

Establish a Communication System: How will the voluntary AED Response staff know the drill has been initiated? Choose a method of mass communication to the team (i.e. overhead announcements, intercoms, walkie-talkies, cell phones, etc.). Consider dead zones for cell phones in the event service is unavailable in certain parts of your building.

FOLLOW UP PROCEDURES AFTER USE OF AED

1. The authorized Voluntary AED Response staff member in charge must complete an AED Use Data Collection Incident Report. These reports must be submitted to the School Physician and the school nurse within 24 hours of the use of the AED. A copy of an AED Use Data Collection Incident Report is included in this Plan.
2. The school nurse or their designee will report the incident in writing within 48 hours of incident to the appropriate Regional EMS Council Office (i.e., Regional Emergency Medical Organization, 24 Madison Avenue Extension, Albany, New York 12203, (518) 464-5097). At a minimum, the Medical Director must provide written notification identifying (1) the District's use of an AED, (2) location of the incident, (3) the date and time of the incident, (4) the age and gender of the victim, (5) estimated time from arrest to CPR and the 1st AED shock, (6) the number of shocks administered to the victim, (7) the name of the EMS agency that responded, and (8) the hospital to which the victim was transported.
3. After use, the AED will be inspected and maintained in accordance with manufacturer's requirements. After all relevant data is obtained, the AED shall be returned to its designated location in good, ready-to-use condition. The school nurse shall document readiness in the district AED tracking form.
4. As necessary, a critical use debriefing session will be held within 72 hours (business days only) for all responders involved in the emergency. The school nurse or their designee may arrange for quality improvement review as necessary.

ITEMS KEPT WITH AED

CPR Mask

One set of defibrillator pads for adults

One set of defibrillator for pediatrics

One data collection sheet

2 pairs of gloves

Razor

QUALITY IMPROVEMENT PROGRAM

As required by the NYS Department of Health, the District will participate in a regionally approved Quality Improvement Program, the details of which can be obtained from Regional EMS Council of the Hudson Mohawk Valleys Inc -

<https://www.remo-ems.com/emergency-medical-services/pad-aed/>

DISTRIBUTION OF AED RESPONSE PROTOCOL

The Response Protocol shall be distributed to:

- (1) All staff and administrators at the start of each school year, with updates distributed as made.
- (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
- (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.

DOMINIC MURRAY SUDDEN CARDIAC ARREST PREVENTION ACT

The Dominic Murray Sudden Cardiac Arrest Prevention Act is a new law effective July 1, 2022. This law was written to ensure that schools, students, and parents are provided with critical, lifesaving information on sudden cardiac arrest (“SCA”) risks, signs, and symptoms to ensure students at risk are evaluated prior to participation in athletics, and that SCA is immediately recognized and treated to prevent death. SCA is defined as the abrupt and unexpected loss of heart function. SCA can be fatal if not treated within minutes, and even with treatment death may occur. Immediate treatment is CPR and use of an AED. All public schools must have a staff member trained in the use of CPR and AED in school and at all school athletic events.

SCA in students at risk can be triggered by athletic activities. To decrease the chance of SCA, a student’s parent/guardian must complete and sign an Interval Health History for Athletics before each sports season unless a physical examination has been conducted within 30 days before the start of the season. The form has questions to help identify changes since the last physical examination or health history was completed. The law also requires any student who has signs or symptoms of pending SCA be removed from athletic activity until seen by a physician. The physician must provide written clearance to the District for the student to be able to return to athletics.

Under the law, public school districts are required to include information concerning SCA in any permission form, consent form, or similar document that may be required for a student’s participation in interscholastic athletics or reference how to obtain such information from the New York State Education Department’s and New York State Department of Health’s website, or on the school’s website, if one exists.

Please contact the School Nurse with any questions.

BERLIN CENTRAL SCHOOL DISTRICT AED USE DATA COLLECTION REPORT

DATE: _____

Time voluntary AED Response staff called: _____

Staff Names Present for Response: _____

Time voluntary AED Response members ON SCENE: _____

Student/Staff AGE: _____ Student/Staff SEX: _____

Estimated time from Arrest to CPR: _____

Estimated Time from Arrest to First Shock: _____ Number of Shocks Administered: _____

Vital Signs

	Initial encounter	5 min	10 min	15 min	30 min
	Time:	Time:	Time:	Time:	Time:
Blood Pressure					
Heart Rate					
Pulse Ox (SPO2)					
Respiratory Rate					

Transport Ambulance Service: _____

Time EMS arrived: _____ Time Turned over care to EMS: _____

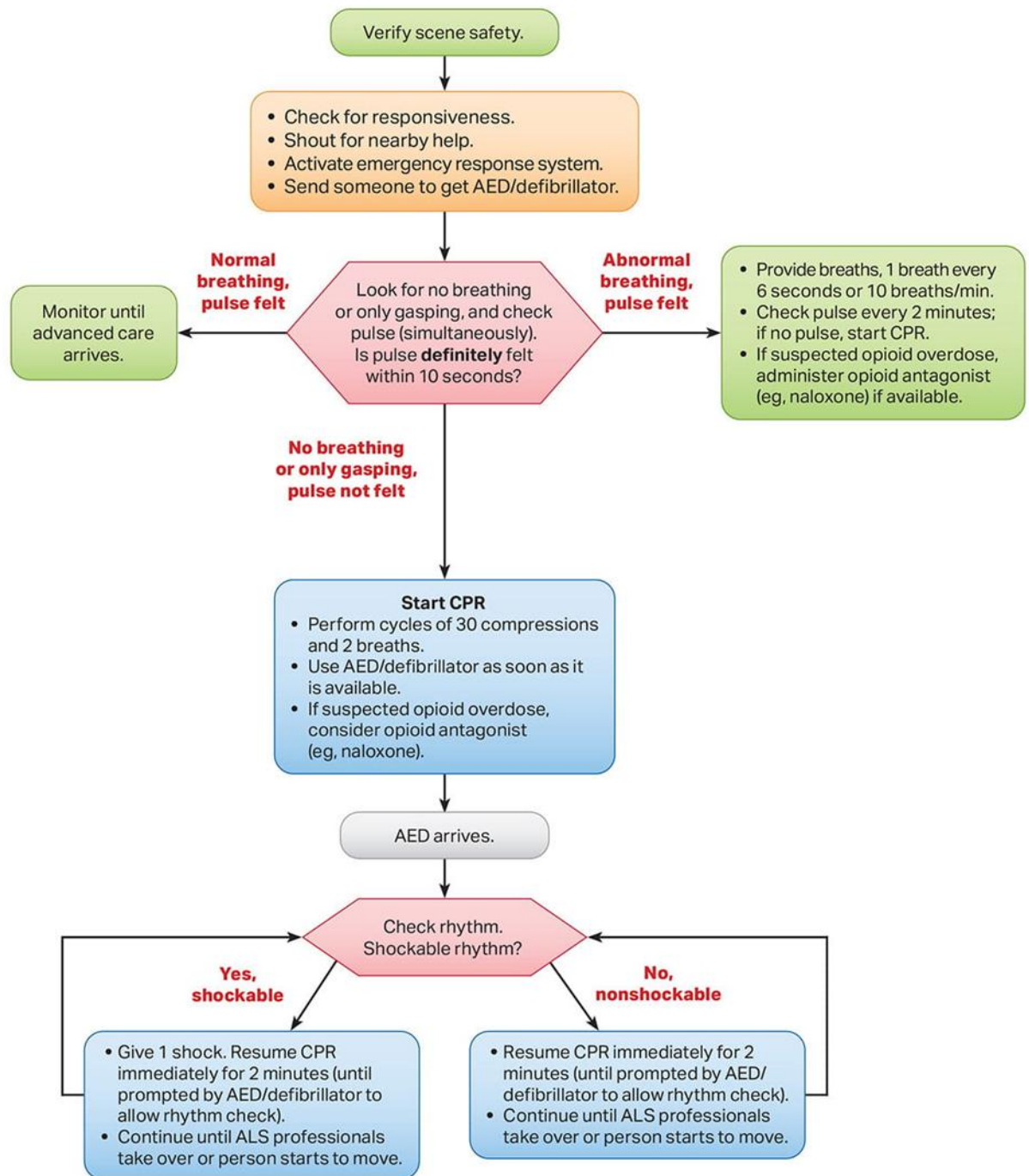
Destination: _____

Parent/Guardian Notified: Y or N and Time: _____ by who: _____

Student/Staff Outcome at Incident Scene*: _____

- I.e. Remained unresponsive, Became responsive, etc.

Adult* Basic Life Support Algorithm for Health Care Professionals



*If signs of puberty, treat as adult.