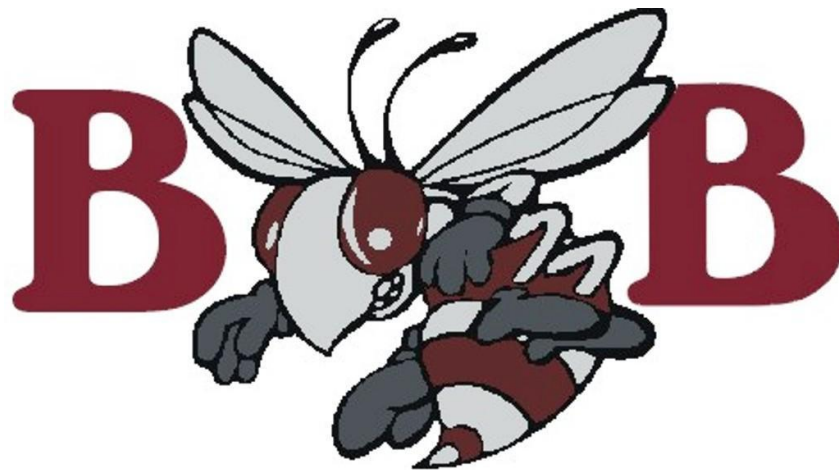


DRAFT
2026-2027

District-Wide School Safety Plan

Byron-Bergen Central School District



Byron-Bergen Central School District's **MISSION** is to inspire, prepare, and support using the **VALUES** of compassion, humility, kindness, and persistence with the **VISION** to change the world.

Approved by the Byron-Bergen Board of Education
On

The District Chief Emergency Officer is the Superintendent, or the Superintendent's Designee.

Patrick McGee, Superintendent

(585) 494-1220, ext. 2829

pmcgee@bbschools.org

Betsy Brown (Superintendent's Designee) – Director of Instructional Services

(585) 494-1220, ext. 2509

bbrown@bbschools.org

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SECTION I – GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

- A. Purpose** – The Byron-Bergen Central School District-Wide School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Byron-Bergen Central School District Board of Education, the Superintendent of Byron-Bergen Central School District appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan.
- B. Identification of School Teams** – The Byron-Bergen Central School District has appointed a District-Wide School Safety Team consisting of, but not limited to, representatives of the teachers, administrators, parents, school safety personnel, first responders and other school personnel.
- C. Concept of Operations** – The District-Wide School Safety Plan was designed from information compiled from the Building-Level Emergency Response Plans. In the event of a school or district emergency, the District will adhere to the policies and procedures within these plans. The Superintendent will activate the Emergency Response Teams, as indicated within the Building-Level Emergency Response Plans, and these Teams will be the initial personnel to respond to an event. The District will call upon the resources of first-responders and other emergency personnel as appropriate to augment response. The Trauma, Illness, and Grief (TIG) Team may also be activated.
- D. Plan Review and Public Comment** – Pursuant to Commissioner’s Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The District-Wide School Safety Plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. The plan must be formally adopted by the Board of Education.

Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.

This plan will be reviewed periodically during the year and will be maintained by the District-Wide Safety Team. The required annual review will be completed on or before July 1st of each year after its adoption by the Board of Education. A copy of the plan will be available at the Byron-Bergen Central School District Office (located at 6917 West Bergen Road, Bergen, NY 14416). It can also be found on the District's webpage at www.bbschools.org or by calling (585) 494-1220.

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police. Copies of the Emergency Response Plan, including appendices and annexes are distributed to members of the School Safety Teams, the Byron and Bergen Fire Departments, and Genesee County Sheriff's Office.

Health & Safety Committee Members

Patrick McGee - Superintendent

Paul Hazard-Jr./Sr. High School Principal

Betsy Brown - Director of Instructional Services

Kristin Loftus - Elementary School Principal

Roger Caldwell - Director of Facilities

Robert Wilkins - Transportation Coordinator

Josh Brabon - School Resource Officer

Amy Stevens - School Nurse

Robert Kaercher – School Counselor, Parent

Mike Conine - Chemical Hygiene Officer

Terry Vick - Jr./Sr. High School Faculty Representative

Danielle Carson - Elementary School Faculty Representative, Parent

Amy Phillips - Parent

SECTION II – RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies Program Initiatives – The District has implemented various programs and activities aimed at improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of:

- Non-Violent conflict resolution training programs
- Direct instruction of violence prevention and mental health awareness
- Professional development for faculty and staff on situational and multi-hazard responses
- TIG Team (Trauma, Illness, and Grief) implementation
- Peer mediation and adult mentoring programs
- Establishing anonymous reporting mechanisms for school violence/bullying
- Awareness and intervention programs, designed by the Counseling Department and the School Resource Officer
- District-sponsored community education seminars and informal programs at times that are convenient to parents and families

Definitions:

- **Trauma** means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.
- **Trauma-informed** means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.
- **Trauma-informed drills** means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

Training, Drills, and Exercises – Administrators, staff, and students engage in policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. These drills and training include: early go-home drill; tabletop exercises; live drills; and Emergency Management Team exercises.

These exercises are also completed with members of the Genesee County Sheriff's Department and members of the local Fire Departments. All staff members are trained on school security protocols and best practices. Members of the TIG Team (Trauma, Illness, and Grief) are trained to work cooperatively with the District and Building Safety Teams to coordinate support for training, drills, and exercises.

1. drills and training be conducted in a trauma-informed, developmentally and age-appropriate manner;
2. drills and training do not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and
3. students and staff be informed when a school is conducting a drill.

Implementation of School Security – The Byron-Bergen Central School District has comprehensive policies and procedures designed to provide school building security, including the use of school safety officers and/or security devices and other procedures. Some of these security measures include: controlling traffic flow on campus; hall monitors; visitor badge/sign-in procedures; video surveillance; metal detectors; a school resource officer; security audit; canine searches and training all staff on crisis intervention.

Duties of Security Personnel - The School Resource Officer is charged with maintaining the safety of the building through a series of activities. These include making rounds throughout the buildings and grounds to maintain a presence; assisting the Assistant Principals' office with student discipline; assist in the execution of the Emergency Management Plan; be competent with the use of the school's security camera system; serve as a liaison between the school, law enforcement, and emergency response teams; serve on the District Safety Committee; be a daily presence during the lunches to assist in supervising students; make recommendations to administration in terms of best practice with regards to student and staff safety.

Vital Educational Agency Information – The District maintains copies of student/family census material (including contact and custodial information) in an electronic and hard copy form. This Vital Educational Agency Information is maintained and updated regularly. In the event that an evacuation is necessary, administration will have access to this information electronically, if conditions allow, and in hard copy form. This will be updated at the beginning of each school year or when personnel changes, and then on a regular basis. Any details about the building population are confidential and only listed in the Building Emergency Plan.

B. Early Detection of Potentially Violent Behaviors – The District maintains policies and procedures for the dissemination of informative materials regarding the early detection of potentially concerning behaviors, including, but not limited to the identification of family, community, and environmental factors to teachers, administrators, parents/guardians, students, and other persons deemed appropriate to receive such information. To prepare for violent incidents and increase student safety, all staff members are trained annually on the identification of early warning signs and violence prevention strategies. The District Safety Team will make recommendations for additional trainings based on relevant topics and/or a needs-assessment model.

C. Hazard Identification – Sites for potential emergencies include: the primary and secondary school buildings, property adjacent to the schools (athletic fields, playground areas, and parking lots), school buses, and field trips.

SECTION III – RESPONSE

A. Notification and Activation (Internal and External Communications) – The District has identified procedures for contacting appropriate law enforcement officials in the event of a violent incident. The District’s procedures include maintaining a list of local law enforcement agencies, and the designation of the individuals who are authorized to contact law enforcement agencies.

The District will inform all educational agencies within the school district of a disaster or emergency situation by means of:

- Telephone
- Email
- Emergency responders
- PA system

In the event of an emergency or impending emergency, the Superintendent will notify all appropriate faculty and staff. This includes the administrative teams in the:

- Byron-Bergen Elementary School
- Byron-Bergen Jr./Sr. High School
- Byron-Bergen District Office
- Byron-Bergen Transportation/Maintenance Facility

Parents, guardians, or persons in parental relation to the students will be contacted in the event of a drill or emergency by the administrative team via:

- Instant Connect System (telephone and text) (Currently ParentSquare)
- Website/Social Media
- Email
- Local media
- Emergency Alert Broadcast System

B. Situational Responses/Multi-Hazard Responses – Responses/Actions – Included in the building-level safety plans are for handling multi-hazard emergencies and are in compliance with the Incident Command System (ICS). Functional Annexes (specific information and direction) provide standard language and procedures, and are intended to be transferable to schools statewide - modifications are not recommended. These protocols are updated annually and are included in the confidential Building-Level Emergency Response Plan. These guidelines include, but are not limited to:

1. **Shelter:** A Shelter annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or rooms/hallways without windows (such as in the event of a tornado).

2. **Hold:** If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue, or medical emergency that requires student and staff movement to be limited, a “Hold-In-Place” may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified.

3. **Evacuate:** Should take place if it is determined that it is safer outside than inside the building (i.e.; fire, explosion, intruder, hazardous material spill) and staff, students, and visitors can safely reach the evacuation location without danger.

4. **Secure Lockout:** Describes the courses of action the school will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

5. **Lockdown:** Describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in rooms away from immediate danger.

Response Actions to Specific Emergencies - Note that all emergencies are unique and it may be more effective to implement other response actions than those that are listed in this chart. The Incident Commander will need to make the ultimate decision.

Criminal Offenses	(Notify police for all incidents)
Bomb Threat	Shelter or Evacuate
Biological Threat	Shelter and Evacuate
Civil Disturbance	Shelter or Lockdown
Hostage Taking	Lockdown
Intrusion	Lockdown
Kidnapping	Lockdown
Natural Hazards	
Earthquake	Shelter
Flood	Shelter or Evacuate
Thunderstorm/Lightening	Shelter
Tornado	Shelter
Winter Storm	Cancellation, Shelter or Evacuate
Technological Hazards	
Airplane Crash	Shelter or Evacuate
Gas Leak	Evacuate
Hazardous Leak Off-Site	Shelter
Hazardous Leak On-Site	Evacuate
Water Loss	Evacuate
Fire and/or Explosion	Evacuate
System Failure	
Building Structural	Evacuate
Electrical	Evacuate or Early Dismissal
Heating	Early Dismissal
Transportation Fleet	Arrange Alternate Transportation
Roof	Evacuate
Sewage System	Evacuate or Early Dismissal
Medical Emergency (Ambulance Needed)	Hold

Responses to Acts of Violence: Implied or Direct Threats – The Byron-Bergen Central School District uses the following type(s) of procedure(s):

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal of implied or direct threat.
- Initiate lockdown, lockout, or evacuate if appropriate.
- Determine level of threat with Superintendent/designee.
- Contact the appropriate law enforcement agency, if necessary.
- Discipline or legal action, as appropriate.
- Monitor the situation, adjust response as appropriate.

Policies and procedures for responding to acts of violence by students, teachers, other school personnel, and visitors to the school including threats by students against themselves, which may include the risk of suicide.

- Gather and verify the information regarding the situation; be as specific and clear as needed.
- Review school procedures.
- Principal will notify the Superintendent's Office.
- Superintendent will decide in what way other schools will be informed of the situation.
- Principal/Building TIG contact will contact the District TIG Coordinator. Determinations are made as to how and when to share information with TIG Team, and other affected buildings.
- Consult with law enforcement regarding which details are to be shared.
- Identify who will act as a family liaison and then that individual will contact the family members to discuss how and what information they wish to be shared with their student.
- Consult SchoolTool to identify which students would be most closely affected. If any child at school is directly affected by the situation decisions will be made as to level of disclosure. Identify list of students and staff that are directly impacted and divide among members for check-in. Timing needs to be immediate as we wish to avoid students becoming aware of a situation via their personal communication devices. If this does

occur, support will be given to those students. Referrals offered and support encouraged.

- A suitable room or area for support will be designated as a specific location for the TIG Committee members.
- Building level TIG Team meets with school psychologist, school counselor, school nurse, Principal and/or TOSA, to formulate a plan for the day.

Arrangements for Obtaining Emergency Assistance from Local Government – The District has identified the procedures to be used to obtain assistance during emergencies from emergency service organizations and local government agencies.

- Superintendent/Designee in an emergency will contact the 911 center for police, fire or EMS response.
- Superintendent/Designee contacts the highest-ranking local government official for notification and/or assistance

Procedures for Obtaining Advice and Assistance from Local Government Officials – The District has identified the procedures to be used to obtain advice and assistance from local government officials including the county, town, or village officials responsible for implementation of Article 2B of the Executive Law.

- Superintendent/Designee in an emergency will contact the emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.

Procedures to Coordinate the Use of School District Resources and Manpower During Emergencies – The District has identified procedures to use school resources including, but not limited to:

- Facilities for sheltering and buses for transportation
- Maintenance trucks for material transport
- Maintenance machines for moving items/transport as necessary.

- Emergency response equipment, including first aid supplies, barriers, emergency response kits, temporary shelter.
- Food for temporary sheltering
- Technology as appropriate (cell phones, landline phones, fax machines, walkie talkies)
- Cots, blankets, etc., as available

Protective Action Options – The following actions will be considered in response to an emergency where appropriate.

- **Early Dismissal** - for situations that warrant sending students home safely prior to the end of regular school day (see Weather Related). Arrange transportation, contact local media, and activate the parent notification system.
- **Evacuate** - (before, during, and after school hours, including security during evacuation/evacuation routes). After determining the level of threat, contact the Transportation Coordinator to arrange transportation if necessary. Clear all evacuation routes and sites prior to evacuation. Evacuate all staff and students to pre-arranged evacuation sites. Account for all students and staff population. Report any missing staff or students to the Building Principal/Designee.
- **Sheltering/Secure** (internal and external) - Determine the level of threat. Determine location of sheltering depending on the nature of the incident. Account for all students and staff. Report any missing staff or students to the Building Principal/Designee. Determine other occupants in the building. Make appropriate arrangements for human needs. Take appropriate safety precautions. Establish a public information officer to provide information. Retain appropriate District personnel until all students have been returned home.
- **School Cancellation** - When situations warrant the safety of the students to remain at home. If the school closes or closes early because of hazardous road/weather conditions there shall be NO activities sponsored by the school in any of the school facilities (see Weather Related).

- **Lockdown** - During situations of hostile criminal act or where students/staff must be safety secured, provisions shall be in place to secure the building and occupants. Implement “Security of a Crime Scene Procedures” to protect any area from disturbance where a potential crime has been committed.

Weather Related - The Transportation Coordinator shall investigate road conditions and contact the dispatcher in the Town, County, and State Highway Departments, as well as the Genesee County Sheriff’s Department for reports on road conditions and then report conditions and recommendations to the Superintendent. The Superintendent shall make the decision whether to close or not. The Superintendent or his/her designee shall contact the Transportation Coordinator, Director of Facilities, and the Building Administrators to advise them of that decision and if appropriate, the time for dismissal. Principals or other designees shall contact the local radio/television stations on the emergency list as soon as it is possible. Instant Connect will be activated.

BOCES, Private, or Parochial Transportation. If the District is closed because of hazardous conditions of roads, students who live in the District will not be transported to BOCES, private or parochial schools.

SECTION IV – RECOVERY

A. District Support for Buildings – The District resources will support the Emergency Response Teams and the Post-Incident Response Teams in the affected Schools as needed. The Post-Incident Response is intended for initiating and establishing crisis intervention to affected employees/students. After an incident, the school teams shall meet and review the following:

- Establish documents
- Assess changes needed to the Emergency Response Plan
- Consider additional training or resources
- Evaluate the current violence prevention/school safety activities
- Provide appropriate counseling services

- Assemble TIG Team (Trauma, Illness, and Grief)
- Maintenance/repair to Transportation systems or Custodial Staff
- Establish meeting times with staff, students, families, public meeting, and/or other methods to communicate
- Superintendent will communicate with media

B. Disaster Mental Health Service

- The District Office will assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams, in the affected school(s). The TIG Team, counselors, and school psychologists will be an integral part of this evaluation.
- The District will evaluate the response in the recovery and assess violence prevention and school safety activities and what the school can do to improve its plan.

APPENDIX A
School Resource Office MOU



Genesee County, New York
Sheriff's Office

Joseph M. Graff, Sheriff
Bradley D. Mazur, Undersheriff



SCHOOL RESOURCE OFFICER
MEMORANDUM OF UNDERSTANDING

The County of Genesee, the Genesee County Sheriff and the Byron-Bergen Central School District hereby express their commitment to a partnership that will establish and utilize a School Resource Officer (SRO) equipped with a marked Genesee County Sheriff's Office patrol vehicle on the Byron-Bergen school campuses.

This agreement shall commence on September 1, 2025, and shall terminate on August 31, 2026, unless extended by mutual agreement of the parties thereto. The compensation under this agreement shall be paid by Byron-Bergen Central School District to the County of Genesee in the amount of \$125,062.76* (see Addendum A) for the time period stated above.

** The yearly retirement and medical rates are not available until late fall, therefore, the 2026 retirement and medical rates are at the 2025 rate.*

The County of Genesee, the Genesee County Sheriff and the Byron-Bergen Central School District agree that the mission and goals of the partnership are as follows:

- To maintain a safe, secure and uninterrupted learning environment for the staff and students at the Byron-Bergen schools.
- To make the Byron-Bergen Central School District safer for all children and staff by reducing school-related crime and by dealing with problems and issues identified in the student population.
- To promote respect for people and property.
- To teach the value of our legal system and the importance of student participation in supporting and improving it.
- To allow students access to the legal system and to bridge the gap between police officer and young people.
- To reduce juvenile crime by helping students formulate an awareness of rules and respect for authority and the justice system.
- To teach students how to avoid becoming a victim through self-awareness and crime prevention.

The Genesee County Sheriff and the Byron-Bergen Central School District agree to work to accomplish these goals. The Genesee County Sheriff will provide the Byron-Bergen Central School District with a full-time Deputy Sheriff who will participate in school activities as a School Resource Officer. The School Resource Officer will be selected by mutual agreement between the Genesee County Sheriff and the District Superintendent of Byron-Bergen, or his/her designee. The School Resource Officer will follow the approved Byron-Bergen Central School District instructional calendar.



The Deputy Sheriff assigned to this duty shall be responsible to the Genesee County Sheriff and the chain of command established therein and shall be required to attend mandated annual firearms qualifications. In all school-related activities, the School Resource Officer shall work under the direction and guidance of the District Superintendent or his/her designee and, specifically, as listed below:

District-led Investigations: Alleged or possible violations of the Code of Conduct will be investigated by building principals, the Superintendent or their designees in accordance with the District's policies governing same ("District-led investigations"). A SRO may be tasked by building principals, the Superintendent or their designees to participate in District-led investigations, but will not lead those investigations. When the SRO is asked to participate and/or assist with District-led investigations, the SRO will not be acting in his/her capacity as a member of law enforcement. Parents/guardians do not need to be notified before their student is interviewed as part of a District-led investigation, even if a SRO is participating in the investigation.

Criminal Investigations: If, through the course of investigating alleged or possible violations of the Code of Conduct, building principals, the Superintendent or their designees learn that conduct may be criminal in nature, they will report such conduct to the SRO, who may initiate a separate criminal investigation ("Criminal Investigation"). When the SRO is asked to participate and/or assist with a Criminal Investigation, the SRO will be acting in his/her capacity as a member of law enforcement, and must meet the requisite Constitutional standards to conduct searches. If a SRO, the Sheriff's Office, and/or any other members of law enforcement initiates a Criminal Investigation relating to a student's conduct, parents/guardians will be notified before their student is interviewed as part of that criminal investigation, unless an immediate risk of health and/or safety exists.

The partnership between the County of Genesee, the Genesee County Sheriff, and the Byron-Bergen Central School District will be evaluated by the District Superintendent (or designee) and the Genesee County Sheriff (or designee) on a regular basis. The School Resource Officer shall also meet regularly with school officials and supervisors in the Sheriff's Office for assistance and direction in decision making. The School Resource Officer will provide Byron-Bergen Central School District officials and the Genesee County Sheriff with monthly reports describing the activities that have been carried out.

The responsibilities of the School Resource Officer will include, but not limited to, the following job-related activities:

- Promote, provide and maintain an atmosphere of safety for students, faculty, staff and administrators.
- Serve as a law enforcement resource for students, faculty, staff and administration.
- Work to prevent crime, enforce laws, provide a positive police presence, enforce campus security and make security suggestions.
- Encourage, develop and foster communications and dialogue between students, the school community and law enforcement.



- Provide counsel for students and members of the school community experiencing school, family, legal or social problems.
- Address issues involving, but not limited to, alcohol, drugs, tobacco, peer pressure and sex prior to these issues manifesting themselves as problems.
- Serve as a positive role model for students.
- Offer career counseling in areas that involve criminal justice and law enforcement upon request.
- Assist the school in planning and implementing conflict resolution strategies.
- Respond immediately to school needs to ensure safety in times of crisis and provide appropriate follow through.
- Focus on issues and concerns in the school that will prevent potential problems from occurring.
- Meet the faculty, parents, students, and the community to present and discuss violence prevention strategies.

The School Resource Officer is assigned to the Byron-Bergen Central School District and will only be called away under exigent circumstances and will return to the Byron-Bergen School as soon as practical.

This agreement may be terminated upon thirty (30) days written notice by either party; and upon termination, the cost associated with any remaining accrued comp time by the School Resource Officer will be reimbursed to the County of Genesee by the Byron-Bergen Central School District.

FORCE MAJEURE: In case by reason of force majeure either party hereto shall be rendered unable wholly or in part to carry out its obligations under this Agreement, if such party shall give notice and full particulars of such force majeure in writing to the other party within a reasonable time after occurrence of the event or cause relied on, the obligations of the party giving such notice as far as they are affected by such force majeure, shall be suspended during the continuance of the inability then claimed, which shall be no longer than a reasonable time for the removal of the effect thereof. Such party shall endeavor to remove or overcome such inability with all reasonable dispatch. The term "force majeure," as employed herein, shall mean acts of God, strikes, lockouts or other industrial disturbances, acts of the public enemy, orders of any kind of the Government of the United States or of the State or any civil or military authority, insurrections, riots, epidemics, pandemics, landslides, lightning, earthquakes, fires, hurricanes, storms, floods, washouts, droughts, arrest, retraining of government and people, civil disturbances, explosions, partial or entire failure of utilities, shortages of labor, material, supplies or transportation, or any other similar or different cause not reasonably within the control of the party claiming such inability.

The School Resource Officer shall spend at least 75% of his/her time in and around the school campuses. The School Resource Officer will meet with school administrators on a regular basis, as needed through the program. The School Resource Officer will prepare a written evaluation of program activities every six (6) months and shall provide this evaluation to the District Superintendent and the Genesee County Sheriff. The evaluation will measure the program's success in achieving the stated goals and objectives and may create the basis for modifying the program. Program modifications shall be made only if mutually agreed upon by the Genesee County Sheriff's Office and the District Superintendent.



Dated: _____

Patrick McGee, Superintendent
Byron-Bergen Central School District

Dated: _____

Rochelle M. Stein, Chair
Genesee County Legislature

Dated: _____

Joseph M. Graff, Sheriff
Genesee County Sheriff's Office



STATE OF NEW YORK }
COUNTY OF GENESEE } SS:

On this ____ day of _____, 2025, before me personally appeared PATRICK MCGEE, as District Superintendent of Byron-Bergen Central Schools, to me known, who being duly sworn, did depose and say that he has offices in the Town of Bergen, State of New York, the municipal corporation described in and who executed the foregoing Agreement; that he knows the seal of said County; that the seal affixed to said Agreement is such County's seal; that it was so affixed by order of the Genesee County Legislature; that he signed his name thereto by like order.

Notary Public

STATE OF NEW YORK }
COUNTY OF GENESEE } SS:

On this ____ day of _____, 2025, before me personally appeared ROCHELLE M. STEIN, as Chair of the Genesee County Legislature, to me known, who being duly sworn, did depose and say that she has offices in the City of Batavia, State of New York, the municipal corporation described in and who executed the foregoing Agreement; that she knows the seal of said County; that the seal affixed to said Agreement is such County's seal; that it was so affixed by order of the Genesee County Legislature; that she signed her name thereto by like order.

Notary Public

STATE OF NEW YORK }
COUNTY OF GENESEE } SS:

On this ____ day of _____, 2025, before me personally appeared JOSEPH M. GRAFF, to me known, who being by me duly sworn, did depose and say that he resides in the County of Genesee, New York, and that he is the Sheriff of Genesee County, the municipal corporation described in and which executed the above instrument; that he is authorized to execute such instrument; and that he signed his name thereto by virtue of such authority.

Notary Public



Byron-Bergen School District School Resource Officer

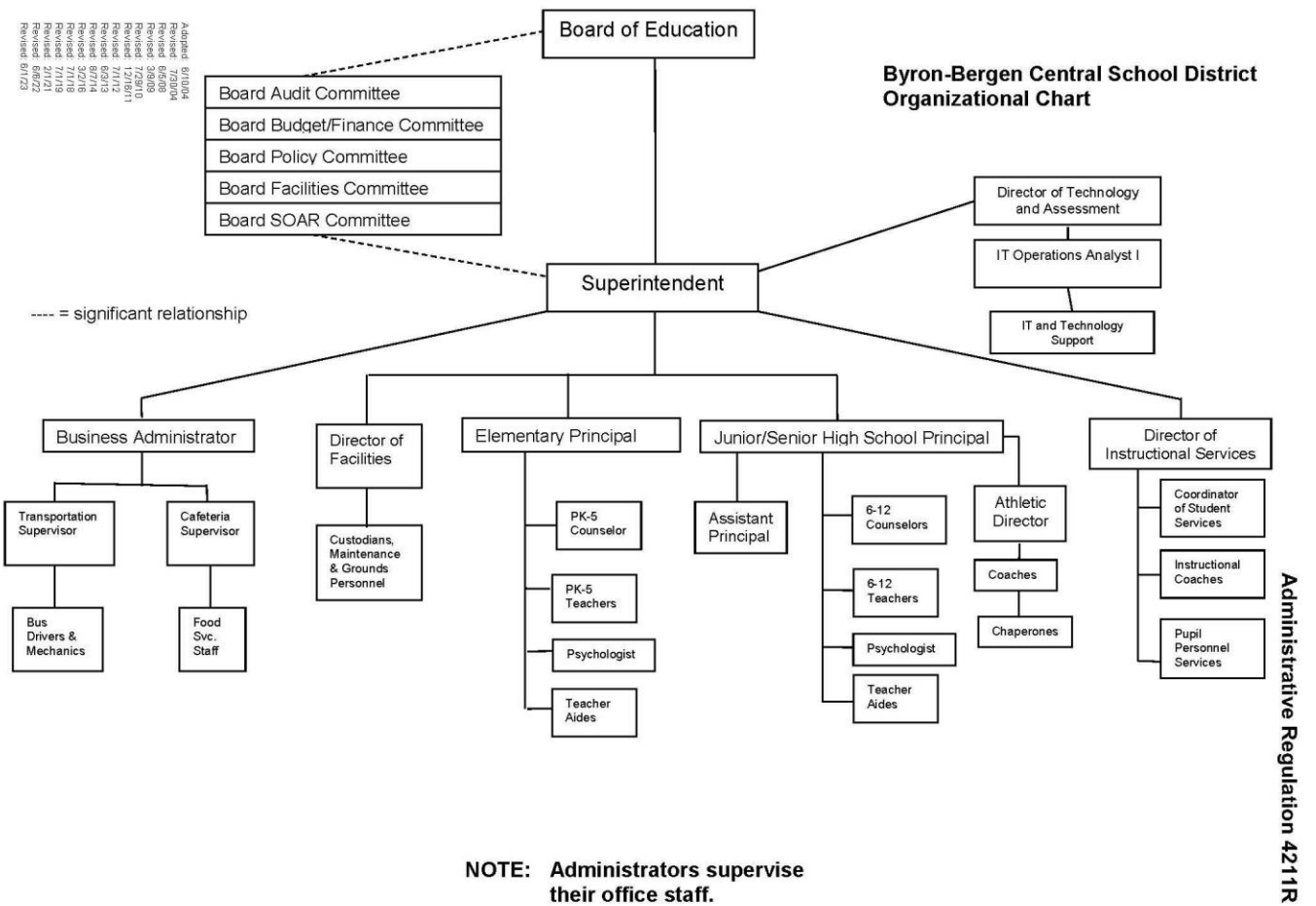
Addendum A

Salary Information - Specific to Deputy Joshua Brabon

	4-Month Total 9/01/25-12/31/25	8-Month Total 1/01/26-8/31/26	12-Month Total 9/01/25-8/31/26
Hourly Rate (Grade 12/Step 3)	\$ 39.68	\$ 40.86	
Number of Hours	704	1,384	2,088
Longevity (44¢ per hour)	\$ 309.76	\$ 608.96	\$ 918.72
<i>Subtotal Salary:</i>	\$ 28,244.48	\$ 57,159.20	\$ 86,322.40
SS Tax 6.20%	1,751.16	3,543.87	\$ 5,295.03
Medicare Tax 1.45%	409.54	828.81	\$ 1,238.35
Retirement 26.70%	7,541.28	15,261.51	\$ 22,802.79 *
Workers Comp. .39%	110.15	222.92	\$ 333.07
Medical (Single)	2,669.00	5,338.00	\$ 8,007.00 *
Dental (Single)	72.04	144.08	\$ 216.12
Vision (Single)	16.00	32.00	\$ 48.00
Uniform Allowance	266.68	533.32	\$ 800.00
<i>Subtotal Fringe:</i>	\$ 12,835.85	\$ 25,904.51	\$ 38,740.36
Total Salary/Fringe:	\$ 41,080.33	\$ 83,063.71	\$ 125,062.76
Per Month Totals	\$ 10,270.08	\$ 10,382.96	

* The yearly retirement and medical rates are not available until late fall, therefore, the 2026 medical and retirement rates are at the 2025 rate.

APPENDIX B Byron-Bergen CSD Organizational Chart



APPENDIX C
Public Employer Health Emergency Plan

Byron-Bergen Central
School District

Public Employer Health
Emergency Plan

Reviewed June 2022

Date of Approved Plan: May 11, 2021 Board of Education Adopted

This plan has been developed in accordance with NYS legislation S8617B/A10832.

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Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

This plan has been developed with the input of Byron-Bergen Office Personnel and Teachers' Aide Association, Byron-Bergen Administrators and Supervisors Association, Byron-Bergen Faculty Association, Byron-Bergen Non-Teaching Service Personnel Association Service Employees International Union, as required by the amended New York State Labor Law.

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

This plan has been approved in accordance with requirements applicable to the agency, jurisdiction, authority, or district, as represented by the signature of the authorized individual below.

--

As the authorized official of Byron-Bergen Central School District, I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable, to address public health emergency planning requirements.

Signed on this day:

By: Mr. Patrick McGee

Signature: _____

Title: Superintendent

*

Record of Changes

Date of Change	Description of Change	Implemented by

Purpose, Scope, Situation Overview, and Assumptions

Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope

This plan was developed exclusively for and is applicable to Byron-Bergen Central School District. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

On March 11, 2020 the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.

The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use [CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe](#). The fundamentals of reducing the spread of infection include:

- Using hand sanitizer and washing hands with soap and water frequently, including:
 - After using the restroom
 - After returning from a public outing
 - After touching/disposing of garbage
 - After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible
- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately
- Clean and disinfect workstations daily and as needed throughout the day
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

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

- The health and safety of our employees and contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expects us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, '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

Concept of Operations

The Superintendent of Byron-Bergen Central School District, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent of Schools.

Upon the determination of implementing this plan, all employees and contractors of Byron-Bergen Central School District shall be notified by email and District Messaging System with details provided as possible and necessary, with additional information and updates provided on a regular basis. All district employees, parents and guardians, and the Board of Education will be notified of pertinent operational changes by way of email and District Messaging System. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent or his/her designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

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

Upon resolution of the public health emergency, the Superintendent of Byron-Bergen Central School District, their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, Byron-Bergen Central School District is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of Byron-Bergen Central School District

The Byron-Bergen Central School District has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of a one function to others
- The recovery sequence of essential functions and their vital processes

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them.

The mission essential functions for Byron-Bergen Central School District have been identified as:

Essential Function	Description	Priority
Superintendent of Schools	Oversees and plans. Assigns critical functions assuring compliance with all CDC, DOH, and NYSED requirements. Establishes communication with staff and parents to execute and standardize district goals. Establishes contacts to provide outside organizations with information relative to District plans to procedures. Communicates with the Board of Education directly.	1
School Business Administrator	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools. Oversees the functions of the Business Office. Communicates directly with administration to assist with planning and daily functions to achieve District goals and maintain safety equipment and supplies.	1
Director of Instructional Services	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the district with the Superintendent of Schools. Communicates directly with the administration to assist with planning and functions, ensuring that the needs of the district are being met. Reports to the Superintendent of Schools directly. Assists with CDC, DOH and NYSED regulations including oversight of NYS recording requirements and Nursing staff.	1
Administrators	Coordinates functions delegated by the Superintendent of Schools. Assigns tasks to facilitate and accomplish district goals. Oversees personnel assigned to tasks. Ensures critical functions are being performed as necessary. Provides regular progress reports on daily activities necessary to accomplish district goals. When directed by the	1

	Superintendent of Schools, the administration is responsible for communicating and updating employees in district policy. This includes cleaning regime, scheduling and any changes to these duties. Monitors and requests building safety equipment and supplies as needed.	
Director of Facilities	Coordinates functions with the Superintendent of Schools, Business Official, Administration and Staff. Responsible for staffing, maintenance activities, custodial duties including ordering supplies, training, scheduling to meet the needs of the district. Instructs and informs staff of district policy and procedures and methods of reporting and receiving issues and concerns that may affect or enhance safety procedures. Responsible for communication and updating employees in district policy, cleaning regime, schedules and constant changes to these duties. Maintains a current inventory of supplies and safety equipment and provides staff and services as needed. Inventory includes maintaining a cache of necessary supplies and equipment through reordering and replenishing stock so as not to fall short of critical supplies. Adjusts schedules to meet current needs, updates and trains staff on proper handling and use of tools and chemicals as per the manufacturer, CDC, DOL and DOH requirements. Coordinates deliveries and ensures delivery agents know and follow district policy when on site. Schedules outside maintenance activities. Ensures third party contractor know and follow all school, CDC, DOL and DOH policies while on school district property.	1
Custodians	Coordinates activities with and updates the Director of Facilities. The Director of Facilities and Custodians will oversee and ensure school buildings are being cleaned properly. Provides employees with proper direction for performing necessary cleaning equipment, cleaning products and protocols. Provides a direct line of communication from custodial staff to the Director of Facilities. Keeps records of and controls inventory. Coordinates all deliveries including deliveries from suppliers and deliveries to building staff. Assists with building schedules and arranging custodial staff and staff schedules to meet District needs. Responsible for communication and updating employees in district policy, cleaning regime, schedules and constant changes to these duties.	1
Business Office Team	Assists the Superintendent of Schools and Business Administrator with maintaining critical functions and Administration oversight. Provides needed guidance and advice with logistical and financial obligation; as well as record keeping. Provides purchasing support to ensure that necessary safety equipment and supply inventory can be maintained for education, maintenance, nursing and custodial functions	1
Technology Department	Provides support to ensure critical infrastructure is in place to provide effective building support and educational support securely. Works directly with the Superintendent of Schools and Administration staff to ensure communication and internet stability. Provides the necessary equipment and approved software to staff and students to perform the functions of each necessary school sector to maintain building maintenance, day-to-day operations, and educational needs.	1

Nurses	Assists with the goals of the district. Provide medical insight and support to help maintain a healthy school population. Assists with planning and achieving district goals. Provides support and assistance to carry out orders from the Medical Director, CDC, DOH and NYSED regulations. Maintains a sanitary environment. Monitors quarantine area. Keeps accurate records. Makes immediate and necessary notifications to building administrators when necessary. Coordinated activities with parents. Offers guidance to building occupants and parents. Communicates regularly with the building administration and the Superintendent.	1
Clerical Team	Staff will continue to perform vital services as directed by the Superintendent of Schools and directed by their school administrator. The District will determine need based on individual circumstances and can be utilized in school or remotely. Administration will provide services necessary for staff to operate in a safe and clean environment on site. Administration will ensure all staff will be informed of and are required adhere to district safety policy while onsite. Administration will provide the necessary means and materials to safely and effectively work in a remote setting as well.	1
Building Maintenance Worker	Maintenance staff will perform vital services to keep and maintain essential equipment for onsite and remote learning. Maintenance staff and work will be overseen by the Director of Facilities. Staff will be informed of school procedures and adhere to all personal safety protocols required by the CDC, DOL (PESH), and DOH at all times. The Director of Facilities will supervise and schedule maintenance personnel for the purpose of keeping vital services operating and functional.	1
Cleaners	Custodial staff will work as directed by the Director of Facilities. The Director of Facilities will oversee and ensure school buildings are being cleaned properly. Building Administration will also assist with notification and information about building conditions and issues that need to be discussed or addressed. Custodial staff has received pandemic awareness training. Training provided essential information about communicable diseases. Training also included information about personal protective equipment, cleaning products, proper disinfection and sanitization and product use, product labels, Safety Data Sheets, and manufacturers' requirements for use. The district will provide custodial staff with the required personal protective equipment and cleaning supplies to maintain a safe working environment. Staff shifts and personnel will be scheduled accordingly based on the needs of the district. As with all staff, custodial personnel will follow district protocols as well as those required by the CDC, DOL (PESH), and DOH while providing services and on breaks.	2
Instructional Staff	The Director of Instructional Services will work with the Superintendent and Administration to determine the level of on-site education and or implement the District Remote Learning Plan.	1

Outside Contractors	Outside contractors will be scheduled and work will be performed with the oversight of the Director of Facilities. All outside contractors will notify the Director of Facilities when they arrive on-site. Outside contractors will be informed of district procedures and policy before they are allowed to work on the premises. Companies performing work on site will provide their employees with the proper PPE to comply with District policy. Outside contractors who do not or cannot work safely will not be allowed on district property.	3
Food Service	All Food Service operations will be determined by the School Business Administrator. All District protocols will be initiated by the District Food Service contractor.	1
Transportation	Transportation will provide services directed by the School Business Administrator. The Transportation Coordinator will supervise operations. The District will provide safe and secure transportation based on the needs of the District and learning environment. Protocols will be established and the Transportation Contractor has received proper training for cleaning and sanitizing buses. The Transportation Contractor will provide their employees with the training and proper PPE and disinfection equipment to effectively maintain the transportation fleet. Records will be maintained accurately to ensure bus safety procedures are being followed. The Transportation Coordinator will schedule staff and bussing pickup and drop off according to the needs of the district. The District will continually inform staff and parents of changes to procedures as necessary.	1
B.O.E	The Board of Education and Superintendent of Schools will develop and implement school policy and procedures.	1
Outside Deliveries	Deliveries will be coordinated with the Director of Facilities. The Director of Facilities will inform companies of District Policy and procedures in advance. All delivery agents will be required to notify the district prior to arrival at District and strictly adhere to district policy while on site.	3

Essential Positions

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

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology	<ul style="list-style-type: none"> Technology Coordinator IT Technicians 	<ul style="list-style-type: none"> The Technology Coordinator establishes all priorities for IT tasks and organizes staff. IT staff members provide support in setting up hardware and software, network management, and help desk support

Administration and Oversight	Superintendent of Schools	The Superintendent is the decision maker for the entire district.
Operations	School Business Official	The School Business Official ensures all essential functions are maintained.
Education	Direction of Instructional Service	Director of Instructional Services determines the educational plan
Facilities	Director of Facilities	The Director of Facilities maintains the necessary level of cleaning and sanitizing
Administration	Principals, Assistant Principals	The Principals, Assistant Principals are the liaisons between student, families, and employees in the building
Cleaning and Sanitizing	Buildings and Grounds Staff, Custodians and Cleaners	Performs all cleaning and sanitization and necessary upkeep of the buildings
Support	Clerical Team	Provides necessary support for all Administrators
Health Services	Nursing	Directs all Health Services

Reducing Risk Through Remote Work and Staggered Shifts

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

Remote Work Protocols

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely
2. Approval and assignment of remote work
3. Equipping staff for remote work, which may include:
 - a. Internet capable laptop
 - b. Necessary peripherals
 - c. Access to VPN and/or secure network drives
 - d. Access to software and databases necessary to perform their duties
 - e. A solution for telephone communications
 - i. Note that phone lines may need to be forwarded to off-site staff

The Superintendent of Schools and the District Administrative Staff will determine the level of remote working for all district employees in conjunction with all NYSDOH guidelines.

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts, Byron-Bergen Central School District will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered
2. Approval and assignment of changed work hours

The Director of Facilities will work with the Superintendent of Schools or a designee to formulate a calendar that schedules employees based on the needs of the District.

Personal Protective Equipment

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our employees and contractors. PPE which may be needed can include:

- Masks
- Face shields
- Gloves
- Disposable gowns and aprons

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The Coronavirus pandemic demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location
2. Procurement of PPE
 - a. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months
 - b. Public employers must be able to mitigate supply chain disruptions to meet this requirement
3. Storage of, access to, and monitoring of PPE stock
 - a. PPE must be stored in a manner which will prevent degradation
 - b. Employees and contractors must have immediate access to PPE in the event of an emergency
 - c. The supply of PPE must be monitored to ensure integrity and to track usage rates

The Director of Facilities will be responsible for insuring the proper PPE is available at all buildings for required applications. The District will work to ensure we maintain a six-month supply of PPE as directed above for all faculty and students. An extra supply of PPE will be available in the buildings for the Principals, Nurses or Custodial staff. The Byron-Bergen Central School District participates in the Genesee Valley Cooperative Bid Purchasing Agreement. It provides a comprehensive list of suppliers and products used for maintaining employee safety, disinfecting and sanitization protocols.

Surplus PPE will be stored in a dry, secure central location. Access to the surplus PPE can only be made by the Director of Facilities as this will ensure the accurate accountability of all supplies on hand. The Director of Facilities will be responsible for keeping accurate records and reporting.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

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

- A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for the lesser of 10 days or other current CDC/public health guidance for the communicable disease in question.
 - a. As possible, these employees will be permitted to work remotely during this period of time if they are not ill.
 - b. All necessary parties will be notified of staff exposure through contact tracing
 - c. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing
 2. CDC guidelines for COVID-19 provide that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
 - a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
 - b. In-person interactions with the subject employee or contractor will be limited as much as possible.
 - c. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol. See the section on Cleaning and Disinfection for additional information on that subject.
 - d. If at any time they exhibit symptoms, refer to item B below.
 - e. The Superintendent of School or his/her designee, in the organization is the decision maker in these circumstances and who is responsible for ensuring these protocols are followed.
- B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
 2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
 3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.
 4. Byron-Bergen Central School District will not require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for sick leave, or return to work; unless there is a recommendation from the CDC/public health officials to do so.
 5. CDC criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 24 hours have passed since the last instance of fever without the use of fever-reducing medications. If the disease in question is other than COVID-19, CDC and other public guidance shall be referenced.
 6. The Superintendent of School or his/her designee must be informed in these circumstances and who is responsible for ensuring these protocols are followed.

- C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
 1. Apply the steps identified in item B, above, as applicable.
 2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
 - a. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
 - b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
 - c. See the section on Cleaning and Disinfection for additional information on that subject.
 3. Identification of potential employee and contractor exposures will be conducted
 - a. If an employee or contractor is confirmed to have the disease in question, the Superintendent of Schools or his/her designee should inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
 - b. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.

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

Cleaning and Disinfecting

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

1. As possible, employees and contractors will clean their own workspaces daily and as needed throughout the day.
 - a. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected as per CDC/public health guidelines.
 - b. The Custodian under supervision from the Director of Facilities will coordinate and establish cleaning guidelines and schedules for all cleaners to cover the common areas listed above.
2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
3. Soiled surfaces will be cleaned with soap and water before being disinfected.
4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which Byron-Bergen Central School District is committed to reducing the burden on our employees and contractors.

Provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

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

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work, off-site visits. This information may be used by Byron-Bergen Central School District to support contact tracing within the organization and may be shared with local public health officials.

**APPENDIX D –
Emergency Remote Instruction Plan**

**Byron-Bergen Central School District
Emergency Remote Instruction Plan
(Updated March 2026)**

This District-Wide Emergency Remote Instruction (ERI) Plan establishes the framework by which the Byron-Bergen Central School District will ensure continuity of instruction during an emergency condition that results in the closure of school facilities and prevents in-person instruction.

Pursuant to Commissioner’s Regulation §155.17, this Emergency Remote Instructional Plan is incorporated as an appendix to the District-Wide School Safety Plan (DWSSP) and is intended to address instructional continuity during unforeseen emergency conditions, including but not limited to extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak. This ERI Plan is activated only during emergency conditions resulting in the closure of school buildings and does not constitute a pre-planned virtual instructional program under §100.2(u).

The ERI Plan further defines roles, responsibilities, and decision-making structures to ensure clear communication, accountability, and coordinated implementation across the district. Through ongoing monitoring and continuous improvement, the district commits to using data and stakeholder feedback to evaluate effectiveness and to make necessary adjustments to support student learning, engagement, and well-being in a remote learning environment.

Requirement: This plan must be updated annually within the District-Wide School Safety Plan (DWSSP), and the district must accept public comment at least 30 days prior to the plan adoption by the District Board of Education. After Board adoption, the DWSSP must be posted on the district website and the URL submitted to the New York State Education Department (NYSED) annually.

This Emergency Remote Instruction Plan applies to all instructional programs and services operated by the District and establishes expectations for the delivery of instruction and student support when in-person learning is disrupted.

DEFINITION	
Emergency Remote Instruction (ERI)	<p>The Board of Regents adopted additions to §100.1 of Commissioner’s regulations to define the term “remote instruction.” This definition identifies various ways in which remote instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified (or, for charter schools, qualified) teacher.</p> <p><u>Asynchronous</u>: Students engage in learning without the direct presence (remote or in-person) of a teacher.</p> <p><u>Synchronous</u>: Students engage in learning in the direct presence (remote or in-person) of a teacher in real time.</p>
SCOPE	
Grade Levels Addressed	The plan applies to students enrolled in grades Prekindergarten through Grade 12, including students participating in district-operated programs located on district campuses, BOCES-operated sites, and approved off-site instructional locations.
Instructional Programming Addressed	<p>This plan encompasses all instructional and support programs, including but not limited to:</p> <ul style="list-style-type: none"> ● General education instructional programs ● Special education programs, including resource room, consultant teacher, and self-contained settings ● Related services mandated through Individualized Education Programs (IEPs) ● English as a New Language (ENL) and bilingual education programs ● Career and Technical Education (CTE) programs ● Alternative education programs and specialized instructional settings ● Academic intervention services and MTSS Tier 2 and Tier 3 supports ● Counseling, social work, school psychology, and other student support services

Guiding Principles:

<p>Equity and Access</p>	<p>Decisions will prioritize equitable access to instruction, services, and learning opportunities for all students. The District will consider the variability in students’ access to technology, connectivity, language, disability-related needs, and home learning environments when designing and implementing remote learning structures. Barriers to participation will be proactively identified and addressed to the greatest extent possible, with targeted support provided to students and families who require additional assistance.</p>
<p>Instructional Quality and Standards Alignment</p>	<p>Remote learning decisions will be grounded in the expectation that instruction remains aligned to New York State Learning Standards and reflects evidence-based instructional practices. Priority standards will be identified to ensure depth of learning, and instructional models will emphasize clarity of learning targets, meaningful student engagement, and regular feedback. The District will balance instructional rigor with developmental appropriateness and the constraints of remote delivery.</p>
<p>Student and Staff Well-Being</p>	<p>Decisions will account for the social-emotional well-being of students and staff. The District will consider cognitive load, screen time, and stressors associated with remote learning when determining schedules, instructional expectations, and assessment practices. Structures that promote connection, predictability, and psychological safety will be prioritized, alongside access to counseling and support services.</p>
<p>Family and Caregiver Engagement</p>	<p>Remote learning decisions will recognize families and caregivers as essential partners in student learning. The District will prioritize clear, consistent, and accessible communication regarding expectations, schedules, and available support. Family capacity, language access, and varying home circumstances will be considered when establishing instructional and engagement expectations.</p>
<p>Data Informed Decision Making</p>	<p>The District will use multiple data sources—including attendance, engagement indicators, academic progress, and stakeholder feedback—to inform decisions and make timely adjustments. Continuous monitoring will be used to identify areas of strength and need, with responsive actions taken to support student learning and engagement.</p>
<p>Legal and Regulatory Compliance</p>	<p>All remote learning decisions will be made in alignment with applicable federal and state laws and regulations, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Every Student Succeeds Act (ESSA), and guidance issued by the New York State Education Department. The District will ensure that documentation, service delivery, and monitoring practices support compliance and audit readiness.</p>

Governance and Decision-Making:

<p>Authority and Activation of Remote Learning</p>	<p>Remote learning may be implemented when circumstances prevent the safe, effective, or sustained operation of in-person instruction. Decisions will be guided by student safety, instructional continuity, operational feasibility, and regulatory requirements.</p>
<p>Triggers for Remote Learning</p>	<p>Remote learning may be activated under the following conditions, including but not limited to:</p> <ul style="list-style-type: none"> ● Health and Safety Emergencies ● Facility or Infrastructure Disruptions ● Weather-Related or Regional Emergencies ● Staffing or Operational Capacity Constraints <p>The duration of remote learning will be determined based on the nature of the disruption and reviewed regularly to assess readiness for a return to in-person instruction.</p>
<p>Decision Making Process</p>	<p>The Superintendent of Schools (or designee) holds final authority to activate, extend, or conclude remote learning. Decisions will be made in consultation with:</p> <ul style="list-style-type: none"> ○ District Leadership team including Building administrators ○ Health and safety officials, when applicable ○ Legal counsel, as needed <p>The District will communicate decisions promptly to staff, students, and families using established communication channels.</p>

Policies, Procedures, and Expectations:

<p>Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.</p>	<p>How will the district ensure that all students have access to a computing device?</p> <ul style="list-style-type: none"> ● Students in grades K-12 are issued a district Chromebook each year. ● Extra Chromebooks are available.
	<p>How will the district disseminate computing devices to students?</p> <ul style="list-style-type: none"> ● Students in grades K-12 have access to a district issued Chromebook, charger, and case. <ul style="list-style-type: none"> ○ This is provided to them at the beginning of each school year. ○ Students in grades 6-12 have access to their device and it is in their possession for the entire school year. ○ Students in grades K-5: The Chromebook is stored in their homeroom class. If there is a need for students to take their Chromebook home, building administrators and IT would work together to sign out the device to the student to take home.

<p>§155.17(c)(1)(xxi)(a))</p>	<p>How will the district communicate with families about the dissemination of computing devices?</p> <ul style="list-style-type: none"> • The district will use multiple modes of communication to disseminate information including, but not limited to: ParentSquare (using both posts and alerts), Social Media, School Website <p>How will devices be serviced and/or replaced?</p> <ul style="list-style-type: none"> • Families will have access to our IT Helpline for device support.
<p>Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.</p> <p>§155.17(c)(1)(xxi)(a))</p>	<p>How will the district determine the need for access to the internet in students' places of residence?</p> <ul style="list-style-type: none"> • The district will review the annual NYS Digital Equity survey. • The district will consider sending out additional surveys to determine need. • The district will make family specific connections to determine need; this could include phone calls or home visits. <p>How will the district ensure that all students have access to the internet?</p> <ul style="list-style-type: none"> • The district will review the annual NYS Digital Equity survey and follow up with any families that indicated they do not have access to the internet at their residence. <ul style="list-style-type: none"> ○ Possible solutions to ensure access include, but are not limited to: offering WIFI from school parking lot, supporting families to use local community spaces that have viable public internet, etc. <p>How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?</p> <ul style="list-style-type: none"> • The district will work with the Bergen Public Library and Gillam Grant Community Center. <p>Is your plan consistent with the information provided by families in the Student Digital Resources data collection?</p> <ul style="list-style-type: none"> • Yes, only 5 families have indicated that they do not have internet access at home.
<p>Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of</p>	<p>How will the district ensure that school staff have the necessary tools, including device and Wi-Fi, to deliver emergency remote instruction from their places of residence?</p> <ul style="list-style-type: none"> • Teachers are issued a district device that has WIFI capabilities, charger, and case each year. • Staff members will have access to our IT Helpline for device and/or WIFI support.

students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.

§155.17(c)(1)(xxi)(b)

What portion of the school day will be spent on synchronous instruction?

For the Jr/Sr High School (students in grades 6-12), the following synchronous schedule will be followed:

Period	Junior High	Period	Senior High
1	8:00 - 8:30	1	8:00 - 8:30
2	8:40 - 9:10	2	8:40 - 9:10
3	9:20 - 9:50	3	9:20 - 9:50
4	10:00 - 10:30	4	10:00 - 10:30
5	10:40 - 11:10		LUNCH A: 10:40 - 11:20
	LUNCH B : 11:10 - 12:00	5	11:30 - 12:00
6	12:10 - 12:40	6	12:10 - 12:40
7	12:50 - 1:20	7	12:50 - 1:20
8	1:30 - 2:00	8	1:30 - 2:00

During remote instruction, Jr/Sr High School students will use their district issued Chromebook so they can log in to Google Classroom to participate in synchronous class work and complete asynchronous coursework.

- It is the student’s responsibility to contact the teacher or IT Helpline if they are experiencing difficulties in logging on and/or completing the coursework.
- Parents/guardians should also be in frequent contact with the teacher and inform them of any concerns with the course or learning problems that arise.
- Students are responsible for completing all classroom assignments and returning completed work in a timely manner.

For the Elementary School (students in grades UPK-5th):

For short term remote instruction (1-2 days), students and their families will receive instructions and directions for asynchronous coursework via ParentSquare. This communication will include specific directions and tasks for students to complete coursework asynchronously. Teachers will be available by email and/or Google Meet to support families with completion of coursework.

For long term remote instruction (3 or more days), students will participate in the following remote learning schedule: Synchronous Morning Meeting with teacher(s) at 9am. Asynchronous tasks for ELA, Math, Social Studies and Science completed through

	<p>Google Classroom or other educational sites (IXL, Really Great Reading Playgrounds, etc). Synchronous Google Meet Specials (Art, Music, Library, STEAM Lab) schedule will also be created and shared with families so students will have access to synchronous instructional time.</p>
	<p>How will instruction be personalized to support students' individualized needs, including supporting ELL/ML students?</p> <ul style="list-style-type: none"> ● Our ENL teacher and Case Managers for students with disabilities will ensure that instruction is supportive of student needs.
	<p>What training is provided to teachers in order to help adapt their instruction to the district expectations?</p> <ul style="list-style-type: none"> ● In collaboration with our District Technology Team, professional development and training is provided each year through faculty meetings, conference days, and summer/after school workshops. The Director of Technology also offers individual work sessions to provide specific support for teachers and staff.
<p>A description of how instruction will occur for those students for whom</p>	<p>How will the district determine which students for whom remote instruction via digital technology is not appropriate?</p> <ul style="list-style-type: none"> ● This decision will be made collaboratively with school administrators, counselors, teachers, and families.

<p>remote instruction by digital technology is not available or appropriate.</p> <p>§155.17(c)(1)(xxi)(c)</p>	<p>How will the district provide synchronous instruction for those students for whom remote instruction by digital technology is not appropriate?</p> <ul style="list-style-type: none"> ● The district will provide synchronous instruction by implementing alternative real-time instructional methods. These methods may include live instruction delivered through telephone conferencing, small in-person instructional sessions when permitted by public health guidance, and other real-time communication methods that allow students to interact directly with their teacher. ○ The district will coordinate with families to determine the most appropriate method of participation based on each student’s needs and access to technology.
	<p>How will the district provide synchronous instruction for those students who do not have adequate internet access?</p> <ul style="list-style-type: none"> ● The district will implement alternative real-time instructional methods such as telephone conferencing or other methods to provide synchronous instruction. Teachers will also provide instructional materials, which may include printed course materials, to the student.
<p>A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.</p> <p>§155.17(c)(1)(xxi)(d)</p>	<p>How will the district ensure that special education and related services will be provided remotely?</p> <ul style="list-style-type: none"> ● Case Managers and Service Providers have access to district issued devices to provide remote instruction. Data tracking and attendance will be monitored. The CSE will discuss level of service and compensatory services.
	<p>How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?</p> <ul style="list-style-type: none"> ● The Special Education departments meet regularly to ensure full implementation of student IEPs. In collaboration with our District Technology Team, professional development and training is provided each year at Special Education department meetings. The Director of Technology, Director of Instructional Services, and Coordinator of Student Services are available to provide specific support for teachers and families to ensure the same quality of services is occurring during remote instruction.

<p>For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.</p>	<p>This provision allows for districts to determine the number of hours per day that the district plans to provide instruction during emergency remote learning.</p> <p>How many hours of instruction will the district plan to claim for each day of an emergency closure?</p> <ul style="list-style-type: none"> ● The district will plan to claim 6.5 hours for each day of emergency closure.
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Citations and NYSED Guidance

[Emergency Remote Instruction Plan FAQs.](#)

[Emergency Remote Instruction Plan Guidance \(5/4/2023\)](#)

NYSED Plan Requirements

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

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the Pre-K through Grade 12 facilities. Under the provisions of New York State Education Law and the district **Emergency Remote Instruction Plan** any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State Aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement.

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its **District-Wide School Safety Plan or Building-Level Emergency Response Plan**, a **Report of School Closure** must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a Report of School Closure must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding Report of School Re-Opening, via the NYSED Report of School Re-Opening portal.

The Report of School Closure is intended to provide immediate notification to the Commissioner regarding an emergency closure. The Report of School Re-Opening notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a Report of School Closure for routine snow days.

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report the **Emergency Remote Instruction Plan** through the **State Aid Management System** at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's Form A is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023-2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the **District-Wide School Safety Plan**, the school district's Board of Education shall make the **Emergency Remote Instruction Plan** available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the

District-Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction.

Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day.

Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs, should follow the same guidance and

expectations as classroom teachers in regards to pedagogy, content, class meetings, and flexibility.

Teaching assistants are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide “tele-therapy” services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students’ IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students’ IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.

APPENDIX E –

Extreme Heat/Cold Accommodations (Interior and Exterior)

Heat (Interior)

Definition

Extreme heat condition days shall be defined as days when the occupiable educational and support services spaces are found to be eighty-two degrees ($\geq 82^{\circ}\text{F}$) or greater Fahrenheit.

Educational and support services spaces cannot be occupied if room temperature reaches eighty-

eight degrees Fahrenheit ($\geq 88^{\circ}\text{F}$). Support services spaces shall not include kitchen areas used in

the preparation of food for consumption by students.

Method of Measurement

Room temperature shall be measured at a shaded location, three feet (3') above the floor near the

center of the room.

Relief Actions

The following actions (Include, but are not limited to) may be implemented in instances of extreme heat:

- Turning off the overhead lights;
- Pulling down shades or blinds;
- Turning on fans;
- Opening classroom doors and windows to increase circulation;
- Turning off unused electronics that produce heat;
- Increasing cooler, fresh air returns in the evenings and early mornings; and/or
- Opening air-conditioned spaces.

Emergency Situations

Lockdown, Secure, Shelter, and Hold

Students and staff will lockdown, secure, shelter, or hold in locations that may be occupied during extreme heat conditions.

Evacuate (Building-to-building, Off site)

Students and staff will evacuate to locations that may be occupied during extreme heat conditions.

Cold (Interior)

Definition

Indoor occupiable work spaces will be supplied with heat during the period from September 15th to May 31st to maintain a temperature of not less than sixty-five degrees Fahrenheit (65°F) during the period the spaces are occupied. The only exceptions are for processing spaces (coolers or freezers) and vigorous physical activities areas (Gymnasiums).

Relief Actions

The following action (Include, but are not limited to) may be implemented in instances of extreme cold:

- Students and staff will not occupy spaces at or below sixty-five degrees Fahrenheit (65°F).

Emergency Situations

Lockdown, Secure, Shelter, and Hold

Students and staff will lockdown, secure, shelter, or hold in locations that may be occupied during extreme cold conditions.

Evacuate (Building-to-building, Off site)

Students and staff will evacuate to locations that may be occupied during extreme cold conditions.

Heat (Exterior)

The District will comply with the New York State Public High School Athletic Association Heat Index Procedures for extreme heat conditions. While the following reference interscholastic athletics practices/contests, the District will utilize the procedures for all exterior activities.

Administration of Heat Index Procedures

- Feels Like Temperature (Heat index) or THI using a Wet Bulb Globe Temperature Indicator (see chart below) on the field will be checked 1 hour before the contest/practice by a certified athletic trainer, athletic director, or school designee when the air temperature is 80 degrees (Fahrenheit) or higher.
- Download WeatherBug app to your phone or log into www.weatherbug.com. Schools may also use a Wet Bulb Globe Temperature Indicator (see chart below) on the field that will be used.
- Enter zip code or city and state in the location section of the app or on-line or determine the THI by using a Wet Bulb Globe Temperature Indicator.
- If the Feels Like temperature (heat index) or the Wet Bulb Globe Temperature Indicator is in the recommended range (yellow – WeatherBug or green, yellow, orange, red – WBGT), the athletic trainer, athletic director, or school designee must re-check the Feels Like temperature (heat index) or Wet Bulb Temperature Indicator at halftime or midway point of the contest. If the Feels Like temperature (heat index) or Wet Bulb Temperature Indicator is in the required range (red – WeatherBug or black – WBGT), the contest will be suspended.

Please refer to the following chart when using Weather Bug app, to take the appropriate actions:

	Feels Like Temp(Heat Index) under 79 degrees	Full activity. No restrictions
R E C O M M E N D E D	Heat Index Caution: Feels Like Temp (Heat Index) 80 degrees to 85 degrees	Provide ample water and multiple water breaks. Monitor athletes for heat illness. Consider reducing the amount of time for the practice session.
	Heat Index Watch: Feels Like Temp (Heat Index) 86 degrees to 90 degrees	Provide ample water and multiple water breaks. Monitor athletes for heat illness. Consider postponing practice to a time when Feels Like temp is lower. Consider reducing the amount of time for the practice session. 1 hour of recovery time for every hour of practice (ex. 2hr practice = 2hr recovery time).
	Heat Index Warning: Feels Like Temp (Heat Index) 91 degrees to 95 degrees	Provide ample water and water breaks every 15 minutes. Monitor athletes for heat illness. Consider postponing practice to a time when Feels Like temp is much lower. Consider reducing the amount of time for the practice session. 1 hour of recovery time for every hour of practice (ex. 2hr practice = 2hr recovery time). Light weight and loose fitting clothes should be worn. For Practices only Football Helmets should be worn. No other protective equipment should be worn.
REQUIRED	Heat Index Alert: Feels Like Temp (Heat Index) 96 degrees or greater	No outside activity, practice or contest, should be held. Inside activity should only be held if air conditioned.

Please refer to the following chart when using Wet Bulb Globe Temperature Indicator, to take the appropriate actions:

Cat 3	Cat 2	Cat 1	Activity Guidelines
< 82.0°F <27.8°C	< 79.7°F <26.5°C	< 76.1°F <24.5°C	Normal Activities – Provide at least three separate rest breaks each hour with a minimum duration of 3 min each during the workout.
82.2 - 86.9°F 27.9-30.5°C	79.9 - 84.6°F 26.6-29.2°C	76.3 - 81.0°F 24.6-27.2°C	Use discretion for intense or prolonged exercise; Provide at least three separate rest breaks each hour with a minimum duration of 4 min each.
87.1 - 90.0°F 30.6-32.2°C	84.7 - 87.6°F 29.3-30.9°C	81.1 - 84.0°F 27.3-28.9°C	Maximum practice time is 2 h. <u>For Football:</u> players are restricted to helmet, shoulder pads, and shorts during practice. If the WBGT rises to this level during practice, players may continue to work out wearing football pants without changing to shorts. <u>For All Sports:</u> Provide at least four separate rest breaks each hour with a minimum duration of 4 min each.
90.1 - 91.9°F 32.2-33.3°C	87.8 - 89.6°F 31.0-32.0°C	84.2 - 86.0°F 29.0-30.0°C	Maximum practice time is 1 h. <u>For Football:</u> No protective equipment may be worn during practice, and there may be no conditioning activities. <u>For All Sports:</u> There must be 20 min of rest breaks distributed throughout the hour of practice.
≥ 92.1°F ≥ 33.4°C	≥ 89.8°F ≥32.1°C	≥ 86.2°F ≥30.1°C	No outdoor workouts. Delay practice until a cooler WBGT is reached.

Use this link to determine the category of your location. Link:

<http://www.castlewilliams.com/wbgt-regions.html>

Cold (Exterior)

The District will comply with the New York State Public High School Athletic Association

Wind Chill Procedures for extreme cold conditions. While the following reference

interscholastic athletics practices/contests, the District will utilize the procedures for all exterior activities.

Administration of Heat Index Procedures

- Feels Like Temperature (Wind Chill) will be checked 1 hour before the contest/practice by a certified athletic trainer, athletic director, or school designee when the air temperature is 39 degrees (Fahrenheit) or lower.
- Download WeatherBug app to your phone or log into www.weatherbug.com.

- Enter zip code or city and state in the location section of the app or on-line.
- If the Feels Like temperature (wind chill) is 10 degrees or below, the athletic trainer, athletic director, or school designee must re-check the Feels Like (wind chill) at halftime or midway point of the contest. If the Feels Like (wind chill) temperature is -11 degrees (Fahrenheit) or lower, the contest will be suspended.

Please refer to the following chart to take the appropriate actions:

	Feels Like Temp (wind chill) above 40 degrees	Full activity. No restrictions
R E C O M M E N D E D	Wind Chill Caution: Feels Like Temp (wind chill) 39 degrees to 20 degrees	Stay adequately hydrated. Notify coaches of the threat of cold related illnesses. Have students and coaches dress in layers of clothing.
	Wind Chill Watch: Feels Like Temp (wind chill) 19 degrees to 10 degrees	Stay adequately hydrated. Notify coaches of the threat of cold related illnesses. Have students and coaches dress in layers of clothing. Cover the head and neck to prevent heat loss.
	Wind Chill Warning: Feels Like Temp (wind chill) 9 degrees to -10 degrees	Stay adequately hydrated. Notify coaches of the threat of cold related illnesses. Have students and coaches dress in layers of clothing. Cover the head and neck to prevent heat loss. Consider postponing practice to a time when the Feels Like temp is much higher. Consider reducing the amount of time for an outdoor practice session.
REQUIRED	Wind Chill Alert: Feels Like Temp (wind chill) -11 degrees or lower	No outside activity, practice or contest, should be held.

APPENDIX F –

Cardiac Emergency Response Annex

All staff know where Automatic External Defibrillators (AEDs) are located and how to call for help. AED cases should contain supplies for first responders including gloves, CPR barrier device, and scissors. Staff outside or off school property should always carry communication devices and emergency contact information for assistance.

Warning signs or signs of a Sudden Cardiac Arrest (SCA) or similar life-threatening emergency:

- Racing heart, palpitations, or irregular heartbeat
- Dizziness, lightheadedness, or extreme fatigue with exercise
- Chest pain or discomfort with exercise
- Excessive shortness of breath during exercise
- Excessive unexpected fatigue during or after exercise
- History of recurrent fainting or unusual seizures
- Sudden collapse or “passes out”
- Not responsive
- Abnormal breathing
- No pulse

Steps to take in school building, on school grounds, or at athletic events

- 1. Ensure scene safety**
 - a. Survey the area to protect victim, yourself, and anyone else nearby (e.g., remove victim from water or unstable surface to a stable level surface, cease athletic play, move bystanders from area etc.)
- 2. Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 or in accordance with district policy and obtain Automatic External Defibrillator (AED)**
 - a. Follow 911 emergency dispatcher’s instructions.
 - b. Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) school personnel and notify administration or designee*.
- 3. CPR by CPR/AED certified school personnel**
 - a. Check for breathing- if none or person gasping begin CPR immediately.
- 4. Defibrillation by CPR/AED certified school personnel**
 - a. Use an AED to restore the heart to its normal rhythm.
- 5. EMS assumes lead upon arrival.**
 - a. If a student is the person needing care, school administration or designee should accompany the student to the hospital until the parent/guardian arrives.
 - b. Be prepared to download the school’s AED data onto a flash drive to provide to EMS to give to the emergency department’s physician.
- 6. School administration or designee notifies**
 - a. Parent/guardian or staff member’s emergency contact in accordance with district policy.
 - b. School initiates SRP Hold for Medical Emergency if appropriate.
- 7. Document**
 - a. In accordance with district policy, document event including observations, all steps taken and by whom, who was notified, and information reported to EMS.
- 8. Hold a post event debriefing**

Emergency contact numbers for obtaining help: CALL 911

Number to call for help in school building: 585-494-1220

Number to call for help on school grounds: 585-494-1220/ Call 911

Number to call to notify if SCA occurs at offsite location: Call 911

Secondary contact number if primary not available: 585-494-1220

CPR/AED Certified School Personnel

Staff Name	Title	Telephone Number	Location	Availability
Amy Stevens	School Nurse	585-494-1220	Jr./Sr. High School	Before School After School <input checked="" type="checkbox"/> School Day Athletic Events School Events Other
Nicole Forti	School Nurse	585-494-1220	Elementary School	Before School After School <input checked="" type="checkbox"/> School Day Athletic Events School Events Other
Rich Hannan	Athletic Director	585-494-1220	Jr./Sr. High School	Before School <input checked="" type="checkbox"/> After School <input checked="" type="checkbox"/> School Day <input checked="" type="checkbox"/> Athletic Events School Events Other

Deputy Josh Brabon	School Resource Officer	585-494-1220	District	<input checked="" type="checkbox"/> Before School <input checked="" type="checkbox"/> After School <input checked="" type="checkbox"/> School Day Athletic Events <input checked="" type="checkbox"/> School Events Other
SRO Chad Minuto	School Resource Officer	585-494-1220	District	<input checked="" type="checkbox"/> Before School <input checked="" type="checkbox"/> After School <input checked="" type="checkbox"/> School Day Athletic Events School Events Other
Byron-Bergen Coaches Fall, Winter, Spring	Byron-Bergen Modified, JV, Varsity Coaches	585-494-1220	Jr./Sr. High School	Before School After School School Day <input checked="" type="checkbox"/> Athletic Events <input checked="" type="checkbox"/> School Events Other

Automated External Defibrillator (AED) Locations

Note: All AEDs should be clearly labeled and stored in appropriate storage containers, cabinets, or go bags/cases.

Building	General Location	Specific Location	Model
Pool	Natatorium	Center deck of pool (South) between locker rooms	Powerheart AED G5
Jr./Sr. High School	District Office		Powerheart AED G3
Jr./Sr. High School	Hall by Weight Room	Outside RM (46)	Powerheart AED G3
Jr./Sr. High School	Main Foyer	Main Foyer in High School	Powerheart AED G5
Jr./Sr. High School	Jr./Sr. High School Nurse	In the nurse's office (Rm 79B) under nurses desk	Powerheart AED G5
Jr./Sr. High School	Jr./Sr High School Main Office (AD)	Inside AD Office	Powerheart AED G5
Jr./Sr. High School	Tech Academy	Foyer between PD room (Rm 138) and Jr high gym (Rm 127)	Powerheart AED G5
Jr./Sr. High School	7th 8th grade hall	Outside RM (95)	Powerheart AED G3

Jr./Sr. High School	PE High school	Girls PE Office	Powerheart AED G3
Jr./Sr. High School	2nd PE High School	Boys PE Office	Powerheart AED G3
Elementary	Elementary	Hallway between copy room (Rm 313) and fire doors	Powerheart AED G5
Elementary	Elementary Nurse	In nurse's office (Rm 406) on shelf behind nurses desk	Powerheart AED G5
Elementary	PE Elem. School	Girls PE Office	Powerheart AED G3
Bus Garage	Bus Garage	Just inside main door on the right next to the time clock	Powerheart AED G5
Outside	Outside	Outside Baseball Dugout in new controlled cabinet	