

Brasher Falls Central School
District-Wide
SCHOOL SAFETY PLAN
REMOTE PLAN

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Brasher Falls Central School District DISTRICT-WIDE SCHOOL SAFETY PLAN Commissioner's Regulation 155.

Introduction

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York enacted SAVE. SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to the variety of emergencies that can and do occur in schools.

The St. Lawrence-Lewis BOCES, in conjunction with the Brasher Falls Central School District, supports the SAVE Legislation and facilitates the planning process. At St. Lawrence Central School, the District Safety Committee developed this District-wide School Safety Plan. The Superintendent of Schools encourages and advocates ongoing district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Brasher Falls Central School District School-wide Safety Plan was developed pursuant to Education Law 2801-a and Commissioner's Regulations 155.17. At the direction of the Brasher Falls Central School District Board of Education, the Superintendent of Brasher Falls Central School District appointed a District Safety Committee and charged it with the development and maintenance of the District-wide Safety Plan.

B. Identification of School Teams

The Brasher Falls Central School District has appointed a District Safety Committee. This committee developed and maintains the District-wide Safety Plan, meets periodically to review issues pertaining to district-wide safety; meets in the event of an emergency to implement the District-wide Safety Plan; and meets after an incident to evaluate the implementation of the plan. Committee members will be notified and their roles defined at the beginning of each school year.

Membership on the District Safety Committee will change from school year to school year and will include representatives of teachers, administrators, parents, other school personnel, students, local law enforcement officials, and local emergency response agencies. A listing of the members for the current school year is included in [Appendix A](#) of this document.

C. Concept of Operations

The District-wide Safety Plan is directly linked to the individual Building-Level Emergency Response Plans for each of the three school buildings. Protocols reflected in the District-wide School Safety Plan have guided the development and implementation of the individual Building-Level Emergency Response Plans.

The initial response to all emergencies at Brasher Falls Central School District will be by the Superintendent of Schools, or designee, who will immediately notify the Building Principals and other members of the administrative team. Local emergency officials will also be notified. The Superintendent of Schools will then activate the District Safety Committee and/or Building-level Safety Teams, as appropriate. County and state resources may supplement efforts through existing protocols.

To ease communication, a district staff directory has been developed. The directory includes staff names, addresses, and telephone numbers. In addition, each of the two school buildings has created a building telephone tree that includes home telephone numbers, and when available, cell phone numbers. In most cases, OneCallNow will be used to notify staff and parents of important information in the event of an emergency. Recipients will receive a voice call, text message and/or email message.

D. Plan Review and Public Comment

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was made available for public comment 30 days prior to its adoption. The plan was formally adopted by the Board of Education by September 1st, and only after at least one public hearing that provided for the participation of school personnel, parents, students and any other interested parties.

The District-wide School Safety Plan will be reviewed by July 15th of each year by the District Safety Committee. In conducting the review, the teams shall consider any changes in organization, local conditions and other factors including an evaluation of the results of the annual test of the emergency response procedures which may necessitate updating of plans. If the plan requires no changes, then it shall remain in effect. If the District-wide Safety Plan requires change, then the updated plan shall be submitted to the Board of Education in time to allow for the 30-days of public comment and to hold a public hearing which provides for the participation of school personnel, students, and other interested parties prior to Board adoption. All plans must be adopted by the Board of Education by September 1st.

The Superintendent of Schools shall be responsible for posting the District-Wide School Safety Plan on the district's website. Each Building Principal shall be responsible for filing selected information from the Building-Level Emergency Response Plan through the New York State Education Department Business Portal within 30 days after their adoption, but no later than October 15th of each year. Critical information, including phone numbers and building maps, is then shared with all law enforcement agencies through this portal.

Section II: Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

The District continues to investigate and develop various strategies regarding violence prevention and intervention. The following strategies are just some that are used in either or all of our elementary, middle and high school:include:

- Seaway Valley Prevention Services
- Mobile Integration Team (MIT)
- United CP of the North Country
- Citizen Advocates in-house counseling
- Numerous extracurricular offerings in all three buildings to keep youth productively engaged outside of school hours. 3 o'clock block program for at risk and lower income students.
- Active Student Councils in the middle and high schools so students feel they have a voice in their school.
- Close relationships with the Department of Social Services, Child Protective Services, St. Lawrence County Probation Department, and the New York State Police Department and St. Lawrence County Sheriff's Department.
- Student Support Teams in both schools identify students at risk and recommend appropriate academic, social, and emotional interventions and supports.
- Functional Behavioral Assessments teams collaboratively identify the function of behaviors and design behavioral intervention plans.
- Freshman Transition Program (summer throughout the school year).
- Student of the Month Honors
- Character Education
- Mentor Groups in MS and HS
- Sweethearts and Heroes

B. Training, Drills, and Exercises

1. Multi-Hazard School Safety Training

- The District Safety Committee will review the District-wide Safety Plan during the first meeting of the school year.
- When faculty and staff gather for the first time at the beginning of the school year, the Superintendent and/or principals will review key aspects of the District-wide Safety Plan as well as the five emergency responses.
- At the September faculty meeting, the school nurse in each building will provide training for the faculty and staff in Epi-Pen administration as well as in the management of the diabetic and epileptic students.
- The school nurses will provide additional training for teachers who have students with other specific medical needs.
- By September 15th of each school year, all staff will receive training in Mental Health Awareness and Violence Prevention. In addition, the Suicide Protocol will be reviewed at the same time.
- School psychologists and counselors will use the Columbia Suicide Risk Assessment and will review protocols during the month of September each year.
- An Emergency Response Plan Folder (Red/Green in color) will be distributed to all staff and kept in every classroom, office, and common area in both school buildings, the annex, and bus garage. The quick reference sheets have simple directions for the five emergency responses: Shelter in Place, Lockout, and Lockdown.
- During some monthly faculty meetings, faculty members will be given an emergency scenario to discuss in relation to the Building-Level Emergency Response Plan.
- All students and staff members will receive Dignity for All Students Act training Annually.
- At least once a year, the nurses will provide Concussion Awareness & Management training for staff.
- At least once bi-annually, a NYS Police Officer will be in attendance to review emergency procedures with staff, debrief completed drills, and answer questions from faculty and staff members.
- Periodically, a representative from St. Lawrence County Hospice will provide a brief training for staff regarding how students grieve.

- The District will utilize new software (2022) for Threat Assessment and Suicide Assessment.
- First Aid, CPR and AED training will be offered to school staff and all coaches at least once each school year.
- All staff will receive training on Right to Know, Bloodborne Pathogens, and Sexual Harassment each year. This is currently being done through the St. Lawrence-Lewis BOCES Employee Employer Relations website.

2. Drills and Other Exercises

- Each school building will conduct eight evacuation drills each year. All eight of these drills will occur prior to December 1st of each school year. Exits will be regularly blocked to test secondary evacuation routes during evacuation drills.
- Each school building will conduct at least four lockdown/shelter-in-place drills during the school year, as well as one emergency evacuation drill, or one shelter in place drill, each year. In addition, a series of tabletop drills will be conducted biannually by the District Safety Committee and/or Administrative Team.

3. Hiring and Screening of Employees

- Any and all employees hired after July 1, 2001, who will have direct contact with students will be fingerprinted.

C. Implementation of School Security

Interior and exterior video surveillance cameras have been installed at all locations in the District. The NYS Police Department and/or St. Lawrence County Sheriff's Department will be provided with access to the video camera system. If a threat is determined via this means, protective actions such as lockdown, evacuation, or sheltering of the school population may be initiated.

In both buildings, all exterior doors are locked once the school day has begun. Staff members have been provided with electronic access cards. Visitors to the school buildings must be buzzed in by main office personnel.

All visitors to the school building are required to sign in the main office. Visitors must wear a visible visitor's badge.

All school staff have been issued a photo identification card that is to be worn at all times.

The School Resource Officer will assist in emergency response and educating our school community on security measures.

D. Vital Educational Agency Information

At the beginning of each school year, the District Clerk, in collaboration with the enrollment secretary and the Director of Transportation provides each administrator and supervisor with a summary of the following information: school population, number of staff, transportation needs, and business and home telephone numbers of key officials of each educational agency. **This information for the current school year can be found in Appendix B.**

E. Early Detection of Potentially Violent Behaviors

The Brasher Falls Central School District recognizes that it is not always possible to predict behavior that will lead to violence. However, educators and parents, and sometimes students can recognize certain early warning signs.

Brasher Falls Central School District staff will be trained to recognize these early warning signs. When early warning signs are present, the following procedures will be followed:

- School staff members who detect early warning signs will bring the student to the attention of the Building Principal.
- If the threat is imminent, the Building Principal will immediately establish and maintain contact with the student. If the student is in school, he/she will be brought to an area where he/she can remain under surveillance. If the student is not in school, the student's parent(s) will be notified. If the parent(s) cannot be reached, the NYS Police or St. Lawrence County Sheriff's Department will be notified.
- The Building Principal will assemble the Threat Assessment Team.
- The Threat Assessment Team will conduct a threat assessment using the CLPS software.
- In situations where students present threatening behaviors, parents will be informed immediately. When warranted, the student will be referred to St. Lawrence County Mental Health or another mental health counselor.
- Under the following circumstances, the Mobile Integration Team may be contacted, and the student may be referred to the Emergency Psychiatry Service at Claxton Hepburn Medical Center:
 - When a child is a substantial risk of physical harm to the person as manifested by threats or attempts at suicide or serious bodily harm or other conduct demonstrating that the person is dangerous to Themselves.

- When a child is a substantial risk of physical harm to other persons as manifested by homicidal or other violent behaviors by which others are placed in reasonable fear or serious physical harm.
 - When a child is refusing or unable to meet his or her essential needs for food, shelter, clothing or health care, provided that such refusal or inability is likely to result in serious harm if there is not an immediate hospitalization.
- In rare cases, a Pickup Order may be issued. A pickup order is a legal document giving law enforcement the legal authority to bring a person into the hospital for a mental health evaluation with probable admission. A pickup order may only be issued by a Physician, Licensed Psychologist, Psychiatrist, Registered Nurse, Police Officer, or Parent/Legal Guardian.

F. Hazard Identification

Once every three years a building safety audit will be conducted in conjunction with the New York State Police. Once the audit is complete and appropriate photographs have been taken, the Building-Level Safety Team will review the results and develop a plan for addressing deficiencies. A memo to the Supervisor of Building and Grounds will be drafted to include any maintenance issues that should be addressed as a result of the Audit.

Twice a year, the Superintendent of Schools will conduct building tours. The Building Principals, School Business Manager, Supervisor of Buildings and Grounds, day custodians and maintenance workers will participate in the tour. Safety issues will be noted and addressed.

Custodial and maintenance staff carry two-way radios; staff who take students outside the building for recess or physical education classes will carry two-way radios as well. All classrooms are equipped with telephones and public address systems. Any school personnel who identify a potential threat can initiate an emergency response by notifying the main office of the threat.

Carbon monoxide detectors have been installed in appropriate locations throughout the school buildings.

Section III: Response

A. Notification and Activation (Internal and External Communication)

The report of an incident or a hazard's development will be reported to the Superintendent of Schools or his or her designee as soon as possible following its Detection.

In the event of an emergency, the Superintendent Schools will notify each Building Principal or his or her designee. Building Principals will then notify all building occupants to take the appropriate action.

1. Internal Building Communication

- Public Address System – Most emergency responses will begin with the activation of an alarm for lockdown or evacuation. However, the public address system may be used to make an announcement. The system is activated when a caller enters a nine-digit code from the phone located in the main office in each building. In both buildings, the code is visible on every phone. Any staff member or student may activate the public address system in an emergency. When using the Public Address System, codes and code words will not be used, as they can be confusing. Plain language is the recommended way of communicating in an emergency situation.
- Telephone – Each school building has a designated telephone line that is unpublished and not given out. When an incident occurs, the school may be inundated with phone calls and it is important that a free line be available to make outgoing calls. An emergency telephone tree will be created each school year and distributed to staff. The telephone tree contains home numbers, and staff cell phone numbers, when available.
- Two-Way Radios – Each main office will be equipped with a minimum of two two-way radios. All daytime maintenance and custodial staff will carry two-way radios with them at all times. Staff who monitor students during recess or take students out of the building for physical education classes will also be equipped with two-way radios. In the event of an emergency, the Building Principal and/or main office secretary will communicate with the other administrators and the maintenance and custodial staff via these two-way radios.
- Bus Radio System – All district school buses are equipped with radios that allow for communication from the bus garage to and from all buses.

2. Emergency Notifications to Parents/Guardians

- To the extent possible, parents/guardians will be made aware, in advance, of emergency response protocols. This may reduce confusion during an actual Incident.
- In the event of an emergency school closing, the Superintendent of Schools or his or her designee will notify the local radio and television stations. In addition, parents may elect to receive emergency notification via voice message, text message, or email. School closings will also be announced on the school district's website.
- When practicable, written/digital notification will be sent home with students when there has been an emergency at school. The Apptegy Thrillshare App may also be used to post information or notify parents.

3. Obtaining Information from Outside the School

The State of New York has developed a web-based system designed to enhance the state's ability to alert the public in emergency situations and respond after disasters. The system is known as NY-ALERT, which utilizes a single web-based portal (webpage) that integrates numerous gateways for the dissemination of emergency alerts to the public, including schools. NY-ALERT will provide National Weather Service bulletins about severe weather, advisories on road closures, recommended emergency protective actions for fast-breaking incidents and other emergency response information from federal, state, and local authorities. This feature will utilize email, facsimile transmissions, cell bursting, short message service (SMS), web-posting, text message and dial-out voice messaging to rapidly transmit messages. Information about NY-ALERT can be found at <https://alert.ny.gov/>

4. Managing the Media

The Superintendent of Schools or his or her designee will serve as the Public Information Officer (PIO) for the district. Faculty and staff will refer all requests for information from the media to the PIO. In a multi-agency incident, unified command will often be used. Under unified command, the school district and the responding agencies' PIO should work in partnership to ensure that the incident has a single voice.

Should it be necessary, the Brasher Falls Central High School auditorium or Brasher Falls Central Elementary School cafeteria will be used to stage a media event. The media will be informed of the location in advance, and information will be disseminated only from this location.

Prior to an incident, the Public Information Officer will establish relationships with the

media in the area to discuss any limits and expectations described in school policy. Concerns of student and school privacy will be addressed as well.

The Public Information Officer will try to avoid refusing to cooperate with the media, but will be prepared to use his or her authority to ban them from campus if it becomes Necessary.

The media may be used to help disseminate important information regarding community assistance and schedule changes for school days or functions.

The Public Information Officer will provide accurate, timely, and factual information. He or she will explain actions being taken by the school district, as well as the support being provided to staff and students – as needed.

The Public Information Officer may allow interview requests, as appropriate.

5. National Incident Management Systems (NIMS)

The Brasher Falls Central School District has adopted and implemented the National Incident Management System (NIMS) in close coordination with members of the local and county emergency response communities. Further, the district has adopted, as required, the Incident Command System (ICS) for managing all emergency incidents and pre-planned school and campus events, and incorporates NIMS and ICS into all tabletops, drills, and actual emergencies.

The Brasher Falls Central School District has established a chain of command consistent with the National Incident Management System (NIMS) and the Incident Command System (ICS) that will be used in response to an emergency. In the event of an emergency, the Building-Level Safety Team may adopt NIMS/ICS principles based on the needs of the incident. Should the emergency involve multiple school districts, the BOCES Superintendent is to be the Chief Liaison to educational agencies within that district.

National Incident Management System (NIMS) and Incident Command System (ICS) Chain of Command

INCIDENT COMMANDER (IC): Sets the incident objectives, strategies, and priorities; has overall responsibility for the incident response; and coordinates and manages all ICS functions. The IC first establishes the Operations Section and remaining sections are established as needed to support the operation. The IC may delegate authority for performance of certain activities to the Command Staff and/or General

Staff. The IC may be transferred during an incident; a school official may serve as the Incident Commander and lead a command team of school personnel but if there is a bomb threat, for example, the IC would transfer command to law enforcement. The IC is specifically responsible for:

1. Ensuring safety
2. Providing information services to internal and external stakeholders, such as parents
3. Establishing and maintaining liaison with other agencies participating in the incident

COMMAND STAFF (Officers):

1. **Public Information Officer (PIO):** Serves as the conduit for information to internal and external stakeholders, including the media or parents.
2. **Safety Officer:** Monitors safety conditions and develops measures for assuring the safety of all response personnel.
3. **Liaison Officer** – Serves as the primary contact for supporting agencies assisting at an incident.

GENERAL STAFF (Chiefs):

1. **Operations:** Roles and responsibilities focus on well-being and accountability (e.g. Health Services/First Aid, Search and Rescue) and may check outdoor areas for students and staff; maintain student and staff emergency contacts and medical/medication information; oversee emergency kits and supplies; keep cellular phones or two-way radios to ensure constant communication; and assist students and staff with special needs.
 - Site Facility Check/Security
 - Search and Rescue
 - Medical
 - Student Care
 - Student Release/Parent Reunification
2. **Planning:** Ensures that the needs of all students, staff, visitors, and parents are met by planning incident responses, assigning pre-designated roles and responsibilities and providing training to staff. Also plans and conducts exercises, completes after-incident debriefings and after-action reports, modifies the emergency plan as needed and documents all practice exercises and real responses:
 - Documentation
 - Situation Analysis
3. **Logistics:** Secures and coordinates resources needed by students, staff, and first responders during an incident including food, shelter and other supplies, and any physical items that may be needed (back-up generators, buses, etc.)
 - Supplies/Facilities
 - Staffing
 - Communications

4. **Finance and Administration:** Records staff hours and expenses and supplies documentation after the disaster for insurance claims and requests for assistance to district, state, or federal governments.

- Timekeeping
- Purchasing

Position Title	Personnel
Incident Commander	Superintendent of Schools or Designee (may yield to Fire Chief or State Police)
Deputy Incident Commander	Building Principal or Designee
Public Information Office	Superintendent of Schools or Designee
Safety Officer	Principal and/or Building and Grounds Supervisor
Liaison Officer	Superintendent of Schools or Designee
Operations	Head School Nurse (HS/MS)
Planning	Chair, District Safety Committee
Logistics	School Business Manager
Finance and Administration	School Business Manager

6. ICS Facilities

- **Incident Command Post** is the location from which the Incident Commander oversees all incident operations.
- **Staging Areas** are where personnel and equipment are gathered while waiting to be assigned.
- **Base** is the location from which primary logistics and administrative functions are coordinated and administered.
- **Camp** is the location where resources may be kept to support incident operations if a Base is not accessible to all resources. Camps are equipped and staffed to provide food, water, sleeping areas, and sanitary services.
- **Helibase** is the location from which helicopter-centered air operations are conducted.
- **Helispots** are more temporary locations at the incident where helicopters can safely land and take off.

ICS Facilities	Brasher Falls Central Location
Incident Command Post	District Office/ Bus Garage Office/ NYS Police, Winthrop Station
Staging Areas	Bus Garage
Base	District Office/ Bus Garage Office/ NYS Police, Winthrop Station
Camp	High School Gymnasium
Helibase	Potsdam Airport
Helispots	Athletic Fields

B. Family Reunification Plans and Procedures

Following a school emergency, the following procedures will be observed to bring students and their families together.

1. One central location will be established where parents can sign-out their children. If the emergency involves more than one school building, a sign-out station will be established in each building.
2. Efforts will be taken to ensure that all adults come to this central location and are not able to get directly to students without authorization.
3. Clerical staff manning the sign-out area will have access to student contact information. When possible a computer station will be set up so that clerical staff can access the student information system. If this is not possible, staff will use student emergency cards completed by parents at the beginning of each school year.
4. When a parent or other adult presents him/herself to sign-out a child, clerical staff will ask for photo identification. Staff will confirm that the presenting adult is a parent or is listed as an emergency contact.
5. The adult will be asked to sign-out the student(s) by listing the child's name, the adult's name, the date and time, and then providing a signature.
6. Clerical staff will monitor the sign-out sheet to be sure it is done completely and legibly.
7. Once a student has been signed out, the clerical staff will call the classroom for the child's release. If the student is being released from an alternate location (in the

case, for example, of an evacuation), an adult runner will be sent to retrieve the student from his/her location and to escort the student to the authorized adult. When possible, the reunification area will not be visible from the parent/caregiver waiting area.

C. Responses to Implied or Direct Threats

The Brasher Falls Central School District recognizes the importance of responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school.

All District staff will be trained in the initial phase of the Therapeutic Crisis Intervention model.

The Brasher Falls Central School District will use the New York State Threat Assessment Model.

In responding to threats of violence, the following procedures will be used:

- All threats of violence will be reported immediately to the Building Principal.
- The Building Principal will notify the Superintendent of Schools in order to determine the level of threat. The Threat Assessment Team may be assembled to help determine the level of threat.
- The Building Principal will immediately establish and maintain contact with the person making the threat. If the person is in school, he/she will be brought to an area where he/she can remain under surveillance. If the person is not in school, the parents will be notified (if a student).
- The appropriate law enforcement agency will be contacted, if necessary.
- If the threat is deemed to be plausible or imminent, the Building Principal will call 911 and initiate the appropriate emergency response (lockdown, lockout, shelter in place).
- The situation will be monitored, and the response adjusted as appropriate, including the possible use of the District Safety Committee.

D. Responses to Acts of Violence

The Brasher Falls Central School District has established procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school.

In responding to acts of violence, the following procedures will be used:

- All acts of violence will be reported immediately to the Building Principal.
- The Building Principal will notify the Superintendent of Schools in order to determine the level of threat.
- If the situation warrants, the immediate area will be isolated, and an evacuation will be initiated, if appropriate.
- The Building Principal will call 911 and initiate lockdown procedures.
- The situation will be monitored, and the response adjusted as appropriate, including the possible use of the District Safety Committee.

E. Response to Pandemic

When a pandemic influenza virus emerges, the virus can spread quickly because most people will not be immune and a vaccine might not be widely available to offer immediate protection. Spread of a pandemic influenza virus may occur in multiple disease “waves” that are separated by several months. As a pandemic influenza virus spreads, large numbers of people may need medical care worldwide. Schools, childcare centers, workplaces, and other places for mass gatherings may experience more absenteeism. Public health and healthcare systems can become overloaded, with elevated rates of hospitalizations and deaths. Other critical infrastructure, such as law enforcement, emergency medical services, and transportation industry may also be affected. Goals:

- Limit the number of illnesses
- Reduce the spread of the virus within school facilities
- Preserve continuity of essential school functions
- Minimize educational and social disruption
- Minimize economic and academic losses
- Work with local and state health departments to coordinate pandemic plans

1. Procedures

- Ensure that staff members are trained in preventative measures such hygiene & respiratory etiquette and universal precautions.
- Ensure that staff members understand early detection and report any children exhibiting signs of illness to the school nurse.

- School campus will closely monitor attendance of students and staff and report findings
- Set up prominent notices at all entry points to the facility, advising staff, students and visitors not to enter if they have symptoms of influenza.
- Ensure that all personnel are informed with the latest developments of any pandemic episode.
- Maximize communication with parents and school community related to health and safety and any pandemic episode. Educate each person about what they can do to prepare or respond to minimize health risks. Information may be disseminated through parent letters, mass communication service, news media, website postings, school newsletters or social media.
- Educate employees, students, parents and visitors on how to stop the spread of the virus and notices may be placed around the school (including entrances, notice boards, meeting rooms and restrooms.) Notices should contain information regarding hand hygiene, wearing masks, covering coughs and sneezes, and student spacing.
- Ensure maximum support and education for ill and affected children.
- Follow guidelines of local and state health departments related to school closings and guidelines for pandemic episodes.
- Support and work with local/county/state departments in the event vaccinations are offered through school sites.
- Follow the health department recommendations/guidelines related to social distancing, extracurricular activities, and school closings.

Student spacing refers to distancing individuals and strategies to reduce the spread of the virus between people; information should be distributed to all staff, students and Parents.

- Space students' desks (6) feet apart, in small cohorts.
- Eliminate congregation in the hallways, lunch rooms, etc.
- Limit group activities and interaction between classes.
- Cancel school activities/events that place individuals in close proximity.

2. School Cleaning

- Ensure adequate supplies of tissues, hand sanitizing gels, soap and water and cleaning supplies are available for employees and students.
- Disinfecting shared work areas and high traffic areas, counters, railings, and door knobs should be performed more frequently during the influenza pandemic.
- Filters of air conditioning systems should be cleaned and changed frequently
- Telephones should not be shared if at all possible.

- Where operationally possible, during the day increase ventilation to the facility to decrease spread of disease and following each school day the school may be thoroughly ventilated and cleaned (either opening all doors and windows or turning up the air conditioning/heating systems.)
- Consult with public health officials, dependent upon the significance of the outbreak, consider if/when the school will close.

F. Response Protocols

Identification of Decision Makers

* Every administrator and secretary has a laminated list of all important contact information.

Title	Name
Superintendent of Schools	Christopher Rose
Business Manager	Kathy Mitchell
High School Principal	Kristen Zender
Middle School Principal	Jamie LaBarge
Elementary Principal	Danielle Colterman
CSE Chairperson	Katherine LaVigne
Athletic Director	Joey Reome
Supervisor of Transportation and Building & Grounds	Timothy Redmond
Food Service Director	Melany Cline

Plans to Safeguard Students and Staff

- School staff members have been instructed to provide direct supervision of students at all times.
- The exterior doors of all school buildings are locked once the school day has begun. An alarm sounds if an exterior door is left ajar.
- Visitors must be buzzed into the school and are required to sign in at the main office.

- All school personnel have been issued photo identification badges and have been instructed to wear them at all times.
- Teachers are required to take attendance each class period; missing students are accounted for.
- Procedures are in place for early dismissal from school. Only those adults who have been authorized by students' parents/guardians may take students from school. These adults, including parents/guardians must sign students out of school in the main office.
- All school buildings conduct regular evacuation drills and other emergency drills.
- All school staff members are provided with written procedures for various emergency responses, including lockdown, lockout, shelter in place, and evacuation. Procedures are reviewed periodically.
- Staff members have been instructed to report all student injuries and illnesses immediately to the school nurse.

Procedures to Provide Transportation

- In the event of an emergency that requires evacuation or early dismissal, the school bus fleet will be used to provide transportation.
- A list of employees who possess a license to drive a school bus is maintained in the District Office and the Transportation Office.
- The Transportation Supervisor or designee will notify bus drivers that an evacuation or early dismissal is warranted.
- Students will be transported per emergency dismissal plans provided annually by parents.

Procedures to Notify Parents

- In the event of an evacuation or early dismissal, the district will take reasonable steps to notify parents via Thrillshare Apptegy app.
- The information will be posted on the district's web page and shared via social media.
- Information will be provided through local television and radio stations.

Procedures to Notify or Contact the Non-Public Schools of the Emergency

- There are no non-public schools within the Brasher Falls Central School District.

Procedures to Notify the Media

- In the event of an evacuation, early dismissal, school delay or closing, the Superintendent of Schools or designee will may contact using our app and/or the following media outlets:

WWNY- TV-7	(315) 779-0776
WWNY- TV 50	(315) 577-6956
WPDM 99.3 – Potsdam	(315) 265-5510
96.7 YES FM	(315) 393-1220
WMSA 1340	(315) 769-3333
WVNV 96.5 FM	(518) 483-7161

Debriefing Procedures

- Following any emergency response, the District Safety Committee and/or Building-Level Safety Team(s) will meet to debrief.
- When appropriate, local Law Enforcement and/or Emergency Response Agencies will be invited to participate in the debriefing.
- Following the debriefing, modifications to the District-wide Safety Plan and/or Building-Level Emergency Response Plans may be made.

G. Arrangements for Obtaining Emergency Assistance from Local Government

- The Superintendent of Schools or designee will contact the NYS Police Department (315) 379-0012
- The Superintendent of Schools or designee will contact the highest-ranking local government official for notification and/or assistance.

H. Procedures for Obtaining Advice and Assistance from Local Government Officials

The District recognizes that in may be necessary to obtain advice and assistance from local government officials including the county or village officials responsible for implementation of Article 2B of the Executive Law. In the event that advice or assistance are

needed from local governments during countywide emergencies, the following procedures will be used:

- The Superintendent of Schools or designee will contact the emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- The District has identified resources for an emergency from the following agencies: The NYS Police Department, The St. Lawrence County Sheriff's Department, Brasher/Winthrop Fire Department, Tri-Town Rescue Squad, The American Red Cross, and Canton-Potsdam Hospital.

I. District Resources Available for Use in an Emergency

The District has identified district resources which may be available during an emergency. **A detailed inventory checklist is included in [Appendix B](#) of this Document.**

J. Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

- In the event of an emergency, the Superintendent of Schools or designee will contact the Superintendent of Buildings and Grounds.
- The Superintendent of Buildings and Grounds will deploy all available custodial and maintenance staff to assist as needed.
- The District maintains a list of District staff who are certified Emergency Medical Technicians (EMT), as well as those who have been trained in First Aid and CPR/AED. Each Building Principal will maintain a list of the trained staff in their building and will deploy staff members as needed in emergency situations.
The list of trained staff is contained in Appendix C of this document

K. Protective Action Options

In response to an emergency, the following actions will be taken, as appropriate: school cancellation, early dismissal, and sheltering.

School Cancellation

- The Superintendent of Schools and the Transportation Supervisor will be in contact early in the AM while keeping watch of the weather conditions.

- The Superintendent of Schools will notify the administrative team (who will then send out information on Thrillshare Apptegy App), the Business Manager, and the District Clerk, if a delay or cancellation is to occur.
- The Superintendent of Schools will notify the media and then proceed to monitor the situation with the Transportation Supervisor as the morning progresses.

Early Dismissal

- The Superintendent of Schools or designee will monitor the situation, consulting as needed with the Director of Transportation (for weather-related issues).
- If conditions warrant, the Superintendent of Schools or designee will close school.
- The Superintendent of Schools or designee will contact the Director of Transportation to arrange transportation.
- The District Clerk and/or Principals will send a notification to all staff and parents via Thrillshare Apptegy App
- The Superintendent of Schools or designee will contact the media to inform parents of early dismissal.
- Clerical staff will be directed to provide information to parents who call with inquiries.
- Building Principals will retain appropriate personnel until all students have been returned home.

Evacuation

- The Superintendent of Schools or designee will determine the level of threat, consulting as needed with the Safety Team Coordinator and/or Director of Transportation and Building and Grounds (for weather related and building safety issues.)
- If conditions warrant, the Superintendent of Schools or designee will determine the need for an evacuation.
- The Superintendent of Schools or designee will contact the Director of Transportation to arrange transportation.
- The Superintendent of Schools or designee will contact the Superintendent of Buildings and Grounds to deploy all available custodial and maintenance staff to clear all evacuation routes and sites prior to evacuation.

- Building Principals will evacuate all staff and students to the pre-arranged evacuation sites.
- Staff will account for all students. Any missing staff or students will be reported to the Building Principal.
- The District Clerk will notify all parents via Thrillshare Apptegy App.
- The Superintendent of Schools will contact the media to inform parents of the evacuation.
- Once at the evacuation site, a central location will be established where parents can sign-out their children.
- Building Principals will retain appropriate personnel until all students have been returned home.

Sheltering Sites (Internal and External)

- The Superintendent of Schools or designee will determine the level of threat.
- The Superintendent of Schools or designee will determine the location of sheltering, depending on the nature of the incident.
- Building Principal(s) will direct staff and students to relocate to the sheltering site.
- Staff will account for all students. Any missing staff or students will be reported to the Building Principal.
- The Superintendent of Schools, in conjunction with the Building Principal(s) will determine other occupants in the building.
- The Superintendent of Schools, in conjunction with the Building Principal(s) will make appropriate arrangements for human needs.
- The District Clerk will notify all parents via Thrillshare Apptegy App .
- The Superintendent of Schools will contact the media to inform parents of the evacuation.
- Once at the shelter, a central location will be established where parents can sign-out their children.
- Building Principals will retain appropriate personnel until all students have been returned home.

Section IV: Recovery

The Brasher Falls Central School District recognizes that a severe act of violence or other emergency will have a major effect on the well being of students, school staff, and the community at large. Therefore, the district has developed plans for both short and long term recovery following an incident.

A. District Support for Buildings

- In the event of a crisis situation, the Superintendent of Schools will join the Building Principal in meetings with the Building-level Safety Team. Principals from the other school buildings may attend as well, to offer support.
- Substitute coverage for impacted staff will be arranged; staff from other school buildings may be asked to provide coverage as needed.

B. Disaster Mental Health Services

- The District Office will assist in the coordination of Disaster Mental Health Resources in support of the Building-level Safety Team in the affected school(s).
- Counseling staff from BOCES and other local school buildings, both within the district and from other schools will be deployed to the building experiencing a crisis.
- St. Lawrence County Hospice will be invited to participate in all planning meetings and to provide assistance, as needed.

C. Academic Recovery

- Building Principals will work with instructional staff to evaluate the curriculum following an incident. Sensitive topics, for example, might be removed or scheduled for a later date.
- If students are out of the school buildings for a lengthy period of time, the school calendar will be revisited. Students and staff may need to attend school during previously scheduled school vacations in order to meet The State Education Department's 180-Day requirement. Any changes to the school calendar will be communicated with parents via local media, Thrillshare App, district email, social media, etc.

Appendices

Appendix A

District Safety Committee

(2023-2024)

Brasher Falls Central School: District Safety Team

Name	Position
Christopher Rose	Superintendent
Jamie LaBarge	Middle School Principal (Safety Team Chair)
Danielle Colterman	Elementary Principal
Kristen Zender	High School Principal
Katherine Francis	School Psychologist
Rachel Roldan	High School Counselor
Andrea Martin	High School Counselor
Duane Clookey	Home to School Counselor
Nathan Niles	Middle School Counselor
Carey White	Elementary School Counselor
Timothy Redmond	Supervisor of Transportation and Building & Grounds
Jody Daggett	School Resource Officer
Denise Arquiatt	High School Teacher
Christopher Dow	Elementary Teacher
Christian Normile	High School Teacher
Carol Hallahan	High School Nurse
Amber Tuper	Elementary Nurse
Kelly McCarthy	High School Clerical
Joey Reome	Athletic Director
Julie Carvel-Liberty & Sarah Bowles	Board of Education Members
Cathy Henry	Parent Representative
Emma Stevens	Student Representative
Melany Cline	Cafeteria Manager

Kayla Powers	PTO Representative
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Appendix B

Vital Educational Agency Information

(2023-2024)

Vital Educational Agency Information

18 school buses -- 65 children or 43 adults

2 special needs buses -- 33 children or 22 adults and
6 wheelchairs

1 Exhibition -- 6 children or 6 adults

Total Capacity:

1245 Children

802 Adults

6 Wheelchairs

Appendix C

Trained District Staff

2023-2024

Name	CPR/ AED	Exp Date	First Aid	Exp. Date	Lifeguard	Exp Date	Comments
Abbie Adams	ARC	1/18/24	ARC	1/18/24	ARC Lifeguarding w/ CPR/AED for the professional Rescuer, First Aid & Waterfront Skills	1/18/24	
Katie Aldrich	ARC	2/15/24	ARC	2/15/24			
Darlene Bissonette	ARC	3/4/24	ARC	3/4/24			
Timothy Brown	ARC	10/24/24	ARC	10/24/24			
Jenna Chamberlain	ARC	03/14/23	ARC	3/14/23			
Christepher Clark	ARC	2/27/25	ARC	2/27/25			
Duane Clookey	ARC	2/27/25	ARC	2/27/25			
Britney Cook	ARC	3/4/2024	ARC	3/4/24	ARC Lifeguard Management	11/12/23	Level III Supervision Only
Michael Dinan	American Safety & Health Institute	5/19/23	American Safety & Health Institute	5/19/23			

Leslie Dishaw	ARC	1/28/24	ARC	1/28/24	ARC Lifeguard Management	11/19/23	
Christopher Dow	ARC	7/17/24	ARC	7/17/24	ARC Lifeguarding w/ CPR/AED for the professional Rescuer, First Aid & Waterfront Skills	7/17/23	
Paige Hewlett	ARC	9/14/24	ARC	9/14/24			
Tina Joannette	ARC	1/28/24	ARC	1/28/24	ARC Lifeguard Management	01/13/23	Level III Supervision Only
Hannah Laneuville	ARC	7/1/24	ARC	7/1/24			
Marcie Lawrence	ARC	8/20/24	ARC	8/20/24	ARC Lifeguarding w/ CPR/AED for the professional Rescuer, First Aid & Waterfront Skills	8/20/23	
Claire LePage	ARC	9/14/24	ARC	9/14/24			
Justin Moreau	ARC	8/26/24	ARC	8/26/24			
Ricky Newtown	ARC	7/29/23	ARC	7/29/23			
Beth Nezezon	ARC	1/28/24	ARC	1/28/24			
Kaitlyn Phippen	ARC	9/3/23	ARC	9/3/23			
Joey Reome	ARC	10/25/23	ARC	10/25/23			
Teresa Ross	ARC	1/13/23	ARC	1/13/23			

Laurie Waite	ARC	3/31/23	ARC	3/31/23			
Nancy Ward	ARC	9/14/24	ARC	9/14/24			

REMOTE PLAN

SECTION I- DIGITAL ACCESS SURVEY RESULTS

1. How was the survey conducted (paper copy, schooltool survey, google forms survey, phone canvassing)?

The district makes many attempts to collect the information required for the Digital Access Survey. Attempts to collect the information have taken the form of school tool survey's, google forms surveys, paper copy surveys, phone canvassing and by interviewing students whenever other means have failed.

2. Findings for last year: What were the results of the district's survey last year? What actions were taken to correct for access limitations?

In instances where internet access was limited, students were provided internet hotspots in order to allow access. In cases where hotspots were not possible, students were provided either written work or work via other means such as materials loaded onto USB sticks. All buses in the fleet have wireless wifi access and can be parked in strategic locations in the district if other means of internet are unavailable for any reason.

3. Findings for this year: What improvements did the district see from the previous year's survey? What issues does the district still face with internet access? What is being done to correct the issues from this year's survey?

Based on the findings from the study this year, corrective action of hotspots and USB sticks would be utilized again along with use of our buses for wifi access.

The results of the survey this year indicate: a LESSER NEED for interventions than the previous year's survey.

4. Interpretation - What are the issues that continue to arise from the digital access survey? What steps can the district take to counteract some of these issues in advance of the district potentially moving to remote instruction (giving hotspots out in anticipation of a large storm, sending chromebooks home on a nightly basis, creating folders for access to paper copies)?

Continued issues include a percentage of the population that still require hotspots or where

hotspots are not advisable would require the use of USB sticks or paper copies. Or buses will need to be parked nearby.

If the district were to anticipate a weather event, or health event that could potentially lead to a remote day, every effort would be made to send students home with materials for the following day's instruction (chromebooks, hotspots, paper copies, etc).

District has a plan in place for bussing or delivering materials needed for students to receive instruction if materials were not sent home.

SECTION II- Strategic Emergency Remote Instruction Planning

3. Summarize the planning process used to develop answers to the Emergency Remote Instruction Plan questions and/or your district comprehensive Emergency Remote Instruction Plan. Please include the stakeholder groups participating and the outcomes of the emergency remote instruction plan development meetings.

The emergency remote instruction aspect of this safety plan was constructed as guided by varied stakeholders. These stakeholders included the superintendent of schools, school technology coordinator, building principals, the CSE chairperson, transportation director, and members of the instructional staff.

Our safety committee meets 3 times per year and will be adding the remote instruction plan to our agenda for those meetings to discuss with the safety committee.

The outcome of these meetings are the details of the herein stated remote instruction plan.

4. What are the policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction?

Our school district would be in a strong position to begin remote instruction on a short timeline. The demands of the COVID pandemic necessitated that we have one device for every student in the district. Additionally, this increase in resources has spurred a greater involvement of the use of technology in our daily instruction. Consequently, students bring their devices home every night at the secondary level to complete required school work.

Even with this advantageous situation of nightly device access in place, there are bound to be students that have left their devices in school. The district will facilitate pick up for these devices. Pick up will also be facilitated for elementary students who do not bring their devices home each note.

It is worthy of note that students would not be required to utilize only school provided devices

when engaging in remote instruction. Provided that the family is confident in their ability to provide a functional device from their home for instruction, students may utilize their own device. This will help to lessen the load for device distribution.

To best afford for the needs of all students, district administrative and clerical staff will notify all families immediately following the public announcement of the need to provide remote instruction. These notifications will seek to identify the students that are in need of devices as well as a need for a mobile hotspot device. Additionally, these notifications can also act as an identification of students that will not have requisite access to cellular connection and are thus unable to complete digital remote work.

5. What are the policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity?

As one will note in the following plan, our district contains minimal subgroups of students that do not or cannot receive internet access at home. This consideration has helped to direct a multi-faceted approach to providing students curricular materials.

Our approach to providing access to curricular materials has a two tiered approach. Where at all possible, we seek to provide equitable access to internet connectivity in our students' homes. The actions to be taken in these two tiers will be informed by the canvassing calls initiated less than 24 hours after the decision to go to remote instruction has been made.

TIER 1: Students lacking internet access will be provided a mobile hotspot free of charge from the district.

TIER 2: For students that do not have cellular connectivity in their homes or where technology usage would be inappropriate, the district will park buses in strategic locations for students to access the wireless wifi.

6. What are the 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?

Middle and High School Daily Practices:

All teachers maintain a Google Classroom to provide assignments to students in the case of being absent or from lost materials:

- Provide students with all necessary assignments, worksheets, packets etc... (upload packets and paper materials for viewing ability)

Resources to students if possible:

- Books in a digital format if they are available
- Video links, slide presentations, or any other electronic parts to lessons provided to students for access later in the case of an absence, home study, etc...

In the case of the building going fully remote:

- Students will maintain their normal schedule and meet with teachers/complete work for each class at the regularly scheduled time synchronously.
- Students that receive special education services (resource room, 12:1:1 math or reading) will meet with their special education teacher during their regular scheduled time synchronously. Special education teachers will participate in general education classes as consultant teachers based on the scheduled times.
- Teachers will use Google Classroom to distribute work to students, and Google Meet to meet with students.

Elementary Daily Practices:

All teachers/grade levels maintain a Google Classroom in the event that a student goes remote.

Expectations:

- Daily agenda/list of tasks (this should include any synchronous meeting times)
- All necessary materials are accessible to students, whether physical or digital
- Communication/Teacher Access (Google Meet, email, phone call, etc.)
- Teachers may provide the opportunity for remote student(s) to participate in synchronous classroom activities if they so choose.
- Teachers should add any necessary co-teachers (special education, TA, AIS).
- Remote students are expected to attend synchronous AIS and other services.
- Resource room teachers will meet with their students synchronously at their normal scheduled times.

*If teachers are expecting physical work rather than digital work, students should be submitting pictures via Google Classroom, so teachers can review work throughout the quarantine, rather than only upon return from the quarantine.

In the event that an entire Elementary classroom or the entire school transitions to 100% remote:

- Classroom teachers will offer two synchronous sessions per day, Monday through Friday. One session will be a synchronous lesson (half hour minimum), and the other will be a Check-In, where students have an opportunity to ask questions and get support with the day's work. All teachers will set their own synchronous schedule, based on their regular daily schedule, so as to not create scheduling conflicts with AIS, specials, and other service providers. When teachers submit their daily schedule to the principal, they should include the remote schedule for these two synchronous times.
- For UPK, the AM group will meet synchronously at an established time and the PM group will meet synchronously at an established time (to be determined after other service providers prepare their schedules). Full Day UPK will meet only one time in the AM unless the teacher wants a second. *(UPK may choose to send packets home that will need to be returned for attendance).*
- The synchronous lesson should already be available to students asynchronously as well (one of your routine daily lessons). The lesson taught synchronously should be chosen by the teacher based on the needs of their students.
- Pull-out AIS other services will follow their daily scheduled times for a grade level on the corresponding days below in order to maintain services. This reflects synchronous meetings only. On days when groups are not meeting synchronously, asynchronous activities should be provided (This could include iReady).
 - The synchronous schedule will be as follows:
 - Monday - UPK/K
 - Tuesday - Grade 1
 - Wednesday - Grade 2
 - Thursday - Grade 3
 - Friday - Grade 4
- Teachers will be asked to communicate synchronous sessions to parents and to students via Google Classroom and Class Dojo.
- This is the minimal requirement for what we will offer to our students, but teachers are welcome to offer additional synchronous sessions.

7. How will instruction occur for students for whom instruction by digital technology is not available or inappropriate?

Our Digital Equity Survey notes that 1% of students do not have internet access. All attempts will be made to provide every student with internet access through the use of mobile hotspot devices provided by the district free of cost. These devices were previously purchased during the COVID pandemic to bolster student network access. Additionally if needed we will provide bus wifi in certain areas of the district.

8. How will special education and related services be provided to students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of free and appropriate public education?

MULTIFACETED - NEED TO ADDRESS, OT, PT, Speech, ETC.

The district aspires to create support services that mimic the in-person environment to the greatest extent possible. Utilizing the previously established student schedule, the student will continue to receive these services in the same time increments (days per week and time per session) in accordance with their IEP. These services seek to utilize synchronous video instruction. In the cases of resource room, academic intervention services, and speech, this transition can greatly parallel the services provided in person via these means. Services for occupational therapy and physical therapy would enlist the assistance of caregivers where possible and seek to utilize means that students would find in their home as opposed to specialized equipment. Where practical, the district will provide specialized equipment in the home to facilitate OT/PT sessions.

9. 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.

For the purposes of providing a continuity of educational services and for receiving foundation aid, the district seeks to provide instructional increments that are comparable to in-person instruction. For elementary students, each student would receive a minimum of five hours of daily instruction. Middle and high school students would receive a minimum of five and a half hours of daily instruction.

Given what we know about the impacts of screen time upon student wellness, the district will be cognizant of this issue and will seek to implement as many screen independent activities as possible that support the continuation of the curricula.

SECTION III- Action Plan

Digital Access Survey - See existing plan for this, it should be in your district's Technology plan. This information needs to be gathered every year.

1. Based on the results of this survey, what actions do you need to take? (This is also connected to question 5 in section 2.

Based upon the outcomes of our Digital Access Survey and an administrative review of our curricular programming, the district has identified the following items of action that will need to be addressed in order for remote instruction to be successful:

SELECT THE ITEMS THAT ARE FITTING OR ADD YOUR OWN

- Device procurement: Our district is 1-1 for devices and has extra devices as needed for students.
- Increasing connectivity for homes: In order to provide more robust access to internet connectivity in students' homes, the district has the ability to provide hotspots or bus wifi for students in need. The district has 25 Kajeet hotspots to loan and all buses in our fleet are equipped with wifi.
- Learning Management System Utilization: In order for students to have a seamless transition from in-person to remote instruction, the district will need to have consistent use of a learning management system. The district will work towards the designation of a shared, central learning management system of Google Classroom. The use of this system will be required for all classrooms so that students have application fluency in accessing the coursework when going remote.
- Parental training materials: The district will need to develop materials for parental instruction in their support of remote learning. Necessary materials will be shared out through email or Moodle to assist parents.

SECTION IV- NYSED INITIATIVES ALIGNMENT

SECTION VI- ADMINISTRATIVE MANAGEMENT PLAN

NEWAfter the close of the school year, superintendents will need to report remote instruction days under emergency conditions through the State Aide Management System. They will certify at the time Form A is submitted as part of other required certifications.**