

SCHENECTADY CITY SCHOOL DISTRICT

DISTRICT-WIDE SCHOOL SAFETY PLAN

2025-2026



Schenectady City School District

Schenectady City School District

District-Wide School Safety Plan

Table of Contents

Introduction	page 4
Section I: General Considerations and Planning Guidelines	pages 4-7
Purpose	
Identification of Chief Emergency Officer	
Identification of District Safety Team Members	
Concept of Operations	
Plan Review and Public Comment	
Section II: General Emergency Response Planning	pages 8-11
Identification of Potential Emergency Sites	
Response Plan Options	
Definitions of terms used by schools	
District Resource Coordination	
Annual Multi-Hazard Training	
Annual Drills and Exercises	
Section III: Responding to Threats and Acts of Violence	pages 11-12
Responding to Threats of Violence	
Responding to Acts of Violence and Zero-Tolerance	
Law Enforcement Involvement	
Identification of Appropriate Responses	
Section IV: Communication with Others	page 13
Obtaining Local Emergency Assistance	
Obtaining County and State Emergency Assistance	
Educational Agencies within District Boundaries	
NYS/BOCES Communication Flow Chart	
Section V: Prevention and Intervention Strategies	pages 14-17
Security and Supervision	
Limited Access Policy	
Keys and Building Entry	
Staff Identification	
Visitors	
Video Surveillance	
Intrusion Detection	
Fire Alarm	
Threat Assessment DASA	
Code of Character	

Section VI: Recovery	page 17-18
Appendix A: Directories & Communicable Disease Plan links	page 19-20
Instructional Guidance for Remote Learning during Extended Closure	page 21

Schenectady City School District

DISTRICT-WIDE SAFETY PLAN

PROJECT SAVE (Safe Schools Against Violence in Education) Commissioner's Regulation 155.17

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the Schenectady City School District (SCSD) and is consistent with the more detailed emergency response plans required at the school building level.

Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Schenectady City School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates ongoing district-wide cooperation and support of Project SAVE.

NYS Education law s.2801-a, as well as SED Law s.807 and the SED Commissioner's Regulations 155.17(b)(13), as well as 155.17(c)(1)(i-xix), as prescribed by law, and includes updates that take effect July 31, 2024.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Schenectady City School's district-wide school safety plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Schenectady City School District Board of Education, the Superintendent of the Schenectady City School District appointed a Chief Emergency Officer and a District-wide School safety team, charging them with the development and maintenance of the district-wide school safety plan.

B. Identification of Chief Emergency Officer

The Schenectady City School District, as required by NYSED Law s.2801-a, designates the District Director of School Climate and Safety as the Chief Emergency Officer, whose duties shall include, but not be limited to:

1. Coordination of the communication between school staff, law enforcement, and other first responders;
2. Lead the efforts of the District-wide School Safety Team in the completion of, and yearly update by September 1st, of the district-wide school safety plan, and the calibration of the district-wide school

- safety plan and the building-level emergency response plans;
- 3. Coordinate training to ensure staff understand and implement the district-wide school safety plan;
- 4. Ensure the development & yearly revision (by September 1st) of building-level emergency response plans for each school building;
- 5. Assist in the selection of security related technology and development of policies & procedures for the use of such technology;
- 6. Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan yearly (by September 15);
- 7. Ensure that all SCSD buildings perform the required evacuation and lock-down drills as required by Education Law section 807.

C. Identification of the District-wide safety team

The Schenectady City School District has created a district-wide school safety team, appointed by the board of education, & consisting of various stakeholders. The team meets bi-monthly or as otherwise called for by the Chief Emergency Officer. Members of the team by title are as follows:

- 1. Superintendent of Schools
- 2. Deputy Superintendent of Schools
- 3. Chief Emergency Officer (District Director of School Climate and Safety)
- 4. Executive Director of Schools, Planning and Accountability
- 5. Assistant Superintendent of Student Support Services, or their designee
- 6. Assistant Superintendent of Teaching and Learning, or their designee
- 7. Assistant Superintendent of Innovation, Equity and Engagement or their designee
- 8. Assistant Superintendent of Human Resources or their designee
- 9. District Director of Public Communications or their designee
- 10. Chief Financial Officer, or their designee
- 11. Chief of Facilities, or their designee
- 12. Chief Technology Officer, or their designee
- 13. Elementary School Principals, or their building designee
- 14. Secondary School Principals, or their building designee
- 15. Member of the Board of Education
- 16. Parent Liaison
- 17. Senior School Safety Officers
- 18. Secretarial Representative
- 19. SFT Representative
- 20. Supervisor of Transportation or their designee
- 21. Chief of Police, or their designee
- 22. Fire Chief, or their designee
- 23. Community Engagement Officer(s)
- 24. Any other representative of an SCSD stakeholder group with Superintendent permission.

D. Concept of Operations

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

For purposes of this plan, the Schenectady City School District is comprised of the following buildings:

1. Schenectady High School (including City as our Campus, Steinmetz Freshman Leadership Academy, and Big Picture learning)
2. Central Park Middle School
3. Oneida Middle School
4. Mont Pleasant Middle School
5. Hamilton Elementary School
6. Howe Elementary School
7. Martin Luther King Elementary School
8. Van Corlaer Elementary School
9. Zoller Elementary School
10. Yates Elementary School
11. Keane Elementary School
12. Lincoln Elementary School
13. Paige Elementary School
14. Woodlawn Elementary School
15. Pleasant Valley Elementary School

In the event of a violent, potentially violent, or life-threatening emergency/incident, or any other event requiring an immediate response by fire, police or EMS, the initial response by any building or district staff will always be to dial 911 and activate an emergency response.

Examples of emergency incidents necessitating a 911 call include but are not limited to:

1. Threats with weapons;
2. Injuries caused by weapons;
3. Serious physical injuries;
4. Active suicide threats;
5. Intruders;
6. Serious threats of violence against any person or property;
7. Vulnerable students that runaway and have special needs;
8. Any other situation that could be considered an emergency.

If a police officer is stationed regularly in a building as a Community Engagement Officer (CEO), it is still necessary for staff to call 911 for emergencies. This will ensure all necessary resources are activated to assist and will not cause delays if the CEO's are unavailable or not in the building at that time.

****Staff should never try calling CEO's directly in an emergency, they should always dial 911****

Once any emergency response protocol has been initiated, the building principal or their designee will notify the Chief Safety Officer and the Incident Command Center (ICC), then activate the building level emergency response team. ****Note the ICC does not take the place of 911****

For all non-life-threatening incidents, the principal will activate the building level emergency response team to convene and evaluate the situation.

Upon any activation of the building level emergency protocols, the Chief Safety Officer will be notified as soon as possible; they will make notifications to the Superintendent of Schools and, where appropriate, local emergency officials. Schools should notify the Chief Emergency Officer by phone or text, and will also notify staff in the ICC.

Emergency efforts may be supplemented by County and State resources through existing protocols. The Schenectady Police and Fire Department will coordinate mutual aid when required.

Whenever possible, staff with direct information regarding an emergency incident will be the ones to contact 911 and relay information to the call taker. First-hand, relevant, real-time information is best in any emergency.

E. Plan review and public comment

This plan shall be reviewed and maintained by the Schenectady City School's District-wide school safety team on an annual basis on or before July 1st of each year. A copy of the plan is available in the Superintendent's office and on the district's website.

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan is made available for public comment 30 days prior to its initial adoption. This district-wide school safety plan was then adopted by the School Board after one required public hearing that provided for the participation of school personnel, parents, students, and any other interested parties.

While linked to the District-wide school safety plan, the building-level emergency response plans must remain confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. The building-level emergency response plans shall not be disclosed except to authorized department staff and law enforcement officers.

Full copies of the district-wide school safety plan and any amendments are submitted and certified to the New York State Education Department through the Business Portal within 30 days of adoption. The district-wide safety plan, along with the Code of Character, Conduct, & Support are posted on the district website. The confidential building level emergency response plans for each school will be reviewed annually by the SCSD Board of Education. The district plan and the confidential building-level emergency response plans are supplied electronically to Schenectady City Police Department, the Schenectady County Sheriff, and the NYS Police within 30 days of adoption.

Section II: General Emergency Response Planning

The District-wide School Safety Plan provides the framework for the building-level emergency response plans. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses are used to ensure school employees, students, parents, and emergency responders learn one system.

A. Identification of potential emergency sites

1. The following list of potential hazards and emergencies has been identified as having the potential to impact the district.

Air Pollution	Energy Supply Loss	Mass Casualty
Anthrax/Biological/Pandemic	Epidemic	Medical Emergency
Aviation Crash	Explosion	Natural Gas Leak
Building Structural Failure	Fire Alarm Activation	Radiological
Bomb Threat	Flood	Roof Leak/Failure
Chemical Leak	Heating System Failure	School Bus Accident
Civil Disturbance	Hostage Situation	Severe Weather Emergency
Crimes Against People	Intruder Situation	Suicide or sudden death
Earthquake	Loss of Building	Threats of Violence
Electrical System Failure	Loss of Buses	Water Emergency

2. This list has been created for reference and awareness; it is not all-inclusive. However, these have been identified as having the most probable impact on district facilities or district boundaries, should they occur. A list of potential community-based hazards or emergency situations has been noted in the building- level emergency response plans.
3. The district-wide school safety team in conjunction with local officials has identified areas outside of school property that may impact a district facility during an emergency. Factors that were considered included population, presence of hazardous materials, and potential for emergency based on national trends and proximity to district property.
4. The district-wide school safety team has recognized that there are many factors that could cause an emergency within our school buildings. There are also factors that need to be considered when responding to an emergency. A list of potential internal and external hazards or emergency situations has been noted in the building-level emergency response plans.

The Schenectady City School District has developed multi-hazard response guides. These guides are in the building-level emergency response plans and are in an ICS (Incident Command System) format.

Plans for taking the following actions in response to an emergency where appropriate are, including but not limited to:

1. Initial Response – Call 911
2. Incident command post location will be determined in conjunction with law enforcement

3. Emergency operations is located at 530 Liberty St in the Incident Command Center
4. Terms defined and outlined by Emergency Response Guide Cards (a copy is in the building level safety plan) provided to all staff include: Shelter in Place, Hold in Place, Evacuation, Lockdown and Secure Lockout.
5. The building level safety plans will also include information regarding the response to school cancellation and early dismissal.
6. In the building level safety plans, the SCSD has identified various district resources that may be available for use during an emergency, including the identification of personnel, equipment, and shelters.
7. Using the Incident Command System (ICS), the district has identified the school officials authorized to make decisions during an emergency. Through ICS, the procedures to coordinate the use of school district resources and manpower during emergencies are defined. ICS also identifies the staff members and their backups assigned to assist during emergencies.
8. The district has policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. All staff receive annual training by September 15th each year on the building-level emergency response plan which includes components on school violence prevention and mental health. It is the building principal or department supervisors' responsibility to ensure that all new employees hired after the start of the school year receive this training within 30 days of hire.
9. All New York State Education Department required mandatory training will be recorded in the SCSD professional development module Staff Trac. The district Superintendent or their designee must certify in the NYSED business portal that these trainings have been completed prior to the October 1st deadline.

B. Drills and training

All drills will take trauma into account and will be conducted using a trauma informed approach.

Procedures have been established to provide training on an annual basis to include but not limited to:

1. Early dismissal/go home
2. Shelter-in-place
3. Evacuation/fire drills
4. Secure Lockout
5. Lockdown
6. Hold-in-place
7. Tabletop exercises
8. Incident Command System training
9. Trauma informed drilling
10. Workplace violence prevention
11. Multi-Disciplinary Threat Assessment Teams

The district conducts drills and other training exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local, county, and state emergency responders and preparedness officials.

Prior to every drill, the building safety team and incident commander will evaluate and consider the impact of

trauma that the drill could have on students. All drills will then be conducted in a trauma informed way. Following every drill, a debriefing must be conducted to determine if changes to the building level emergency response plan are necessary. Buildings must keep logs signed by those participating in the debriefing. A template of the debriefing can be found in the Safety Toolbox.

The Schenectady City School District, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conducts one test of its emergency response procedures under its building-level emergency response plan, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time. Education Law §§ 807(1-a), 807 (b): Fire and Emergency Drills.

The Chief Emergency Officer, District Level Safety Team, Incident Commanders and Building Level Safety Team members will all ensure that trauma informed drills are used whenever there are staff and students in a building. **All drills will be announced as drills prior to the protocol being initiated.** Building administrators will ensure notifications are made to families by way of the district's mass notification system (Thrillshare) after drills are complete to offer assistance with any drill issues expressed by students when they leave school.

Definitions for this section:

Trauma- 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- understanding of what trauma is and how it affects the physical, emotional, and mental health of students and adults.

Trauma Informed Drills- drills which avoid tactics in training that may introduce or activate prior trauma, such as use of props, actors, simulations or other tactics designed to mimic an active shooter situation, incident of violence, or inclusion of any developmentally or age-inappropriate contact or interactions; and recognize that drills may inadvertently prompt a negative emotional or psychological response in staff or student because of prior experiences of trauma.

The District may choose to participate in full-scale exercises with local, county and state emergency personnel. Should this occur, no drill will be conducted on a regular school day, all participants would be present as volunteers, and all actions taken will be announced prior to the exercise by way of the district's social media. All participants in any such exercise will be required to sign a consent form acknowledging that the exercise is not mindful of trauma informed practices and individuals should not take part if there is potential for any triggering of previous trauma.

Tabletop exercises may be utilized by Building Level Safety Teams as a training resource and may include discussion-based activity for staff in an informal classroom or meeting type setting to discuss roles during an emergency situation and responses.

The July 2016 amendments expanded fire drill requirements to also include emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute now requires twelve drills be conducted each school year, four of which must be lockdown drills, the remaining eight are required to be evacuation drills. The statute now explicitly requires schools to conduct lockdown drills, which are essential, because they prepare students and staff to respond to the highest level of threat with the most urgent action and

the least margin for error. The goal is to have schools conduct drills where they immediately clear hallways, lock doors, and take positions out of sight to practice their ability to put the building into a protective posture as quickly as possible.

These emergency measures allow time for responding law enforcement to arrive on scene and neutralize the threat. If possible, law enforcement should be involved in the drills to help prepare students and staff for their interactions and release from lock-down by uniformed officers. However, law enforcement involvement is not required by the new legislative mandate. Other protective actions such as Secure Lockout or Hold in Place are emergency actions that are usually preceded by some degree of warning time and do not require the immediate response necessary for a lockdown. While the school should be well versed in their Secure Lockout and Hold in Place protocols, lock-down is the only type of protective action that is specifically required by the statute.

When law enforcement participates in drills, it is the responsibility of the Chief Emergency Officer and the Incident Commander to ensure they are versed in trauma and the concept of trauma informed drills.

Section III: Responding to Threats and Acts of Violence

- A. The school refers to its Crisis Response Plan via the post-incident response team and the multi- hazard emergency response guides located in the building-level emergency response plan. These are reviewed by the Chief Emergency Officer to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which includes suicide. The following types of procedures are addressed in the plan.
 - 1. Contacting appropriate Emergency Responders- Calling 911
 - 2. The use of staff trained in de-escalation or other strategies to diffuse the situation
 - 3. Informing the Superintendent or designee of implied or direct threats as well as contacting the ICC
 - 4. Determining the level of threat using Threat Assessment Protocols with the Superintendent or designee and building-level emergency response team members
 - 5. Monitoring the situation, adjusting the district's responses as appropriate to include possible implementation of the building-level emergency response team
 - 6. Communication with parent/guardian. When a student implies or specifically threatens self- inflicted violence including suicide, the school's administrator(s) or designated staff member completes the appropriate assessment & directly contacts the respective parents/guardians unless law enforcement states otherwise. ***The Office of Student Support Services monitors all Threat Assessments conducted and reviews for compliance with all standards.***
- B. The multi-hazard emergency response guides in the building-level emergency response plans provide guidance on the district's policies and procedures for responding to direct acts of violence (i.e., crimes against persons, hostage taking, intruder and kidnapping) by students, teachers, other school personnel and visitors to the school, including policies for school violence. The following types of procedures are addressed in the plan:
 - 1. Contacting appropriate Emergency Responders- Calling 911
 - 2. Schools should notify the Chief Emergency Officer by phone or text, who will in turn notify the Superintendent by phone. Schools will also notify the ICC at this time.
 - 3. Using Threat Assessment Protocols determine the level/type of threat with the Superintendent or

designee and the building-level emergency response team.

4. If the situation warrants, isolate the immediate area.
5. Monitor the situation; adjust the level of response as appropriate; if necessary, initiate any applicable emergency protocol (lockdown, evacuation, sheltering and/or early dismissal procedures, etc.)

NOTE: The Schenectady City School District's "Code of Character, Conduct, & Support" describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school.

- C. Response protocols are identified in the building-level emergency response plans in the ICS format along with definitions of ICS Roles and Responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures for responding to bomb threats, intruders, hostage takings and kidnappings.
- D. The following protocols for appropriate responses to emergencies are provided as examples of responses to bomb threats, hostage takings, intrusions, and kidnappings:
 1. Identification of decision-makers.
 2. Plans to safeguard students and staff.
 3. Procedures to provide transportation, if necessary.
 4. Procedures to notify parents.
 5. Procedures to notify the media.
 6. Debriefing procedures.
- E. The SCSD has established policies and procedures to contact parents, guardians, or persons in parental relation to the students in the event of a violent incident or an early dismissal. In the Schenectady City School District, the following communication methods are used:
 1. The Superintendent of Schools or the District Director of Communications will notify the local media of any unplanned event that may result in a change in the regular school day schedule.
 2. In addition, it would be prudent to follow the same protocol as above to formulate a press release relative to any other event that may cause any undue panic and concern and result in a problematic rush to the school by parents and media.
 3. The use of a mass communication, electronic call management system will be employed when available to notify any or all specified groups within the school community of events that could affect that group.
 4. In the absence of the call management system, if a building has established a parental phone tree, they may use that means to inform parents and guardians. Ideally a written script should be used to ensure consistency of message. Phone trees may also be used to compliment the media information being released concurrently.
 5. In the event of a violent incident occurring before, during or after a school day, the incident will be immediately reported to the school's main office. Notice of the incident may be issued by the building principal. Such notice will be mailed to the student's last known address of record, or by giving students a copy to bring home. If written notification may not be practical, notification would occur via radio or television broadcast.

Section IV: Communication with Others

- A. The Schenectady City School District has developed partnerships with the City of Schenectady and County officials. If there were an emergency within the district, the district would call 911 for emergency assistance. If involvement is needed from other local government agencies, then the Superintendent or Chief Emergency Officer would act as the contact person. Additional procedures for communications can be found in the building-level emergency response plans including local emergency contacts and phone numbers, and the NYS/BOCES communication flow chart. These contacts provide guidance for obtaining assistance during emergencies from emergency service organizations and local government officials.
- B. Arrangements for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law is carried out through the protocols established in the NYS/BOCES communication flow chart.
- C. The Chief of Police or their designee and the Fire Chief or their designee serves as the liaison assigned to the district. These individuals serve as a resource to the District-wide safety team as well as the building level teams.
- D. If there is a disaster within the district that has the potential to impact other educational agencies within the district boundaries, the Chief Emergency Officer activates the phone tree and the district communication system.
- E. Along with the phone tree, the district has access to the following information about each educational agency located in the school district, including information on:
 - 1. School Population
 - 2. Number of staff
 - 3. Transportation needs
 - 4. Business and home telephone numbers of key officials of each educational agency

Section V: Prevention and Intervention Strategies

The district-wide school safety plan provides the framework for the building-level emergency response plans. The district has developed policies and procedures related to school building security, including, where appropriate:

A. Security and Supervision

1. The district employs Senior School Safety Officers, School Safety Officers, Security Monitors, Community Engagement Officer's (SPD) and Incident Command Technicians to assist school administration in dealing with all manners of security and safety issues.
2. The primary role of Schenectady City School District Safety Personnel is to assist in safeguarding the district's students, staff, and visitors from harm; to deter, detect, respond to, and report infractions of the Code of Character and New York State Law; help organize required safety drills, and to protect the district's assets from theft and damage.
3. Security personnel employed by Schenectady City School District are authorized to carry out this role pursuant to applicable policies, regulations, and training.
4. Safety team members are vetted through the civil service process of Schenectady County and are assigned to all buildings in an equitable manner. They participate in district-wide professional development, as well as in a monthly professional learning community, where relevant topics of safety and security are presented. They work in both a proactive manner with law enforcement, as well as act as the liaisons to emergency personnel responding to our schools.
5. Safety team members work a variety of roles in our buildings including:
 - a. Operating the Raptor visitor management system
 - b. Supervision of the hallways and grounds
 - c. Operation and observation of district surveillance equipment (cameras)
 - d. Operation and observation of district Access Control software
 - e. Assisting school administration in dealing with all manners of security and safety
6. Respectful relationships with students and parents serve as the crucial framework of this position. A more complete listing of responsibilities can be found in the Code of Character, Conduct, & Support, which is reviewed annually.

B. Limited Access Policy

1. Exterior Doors in the Schenectady City School District should be always locked during normal school hours.
2. It is recommended that all interior doors be locked but not required at this time.
3. If an exterior door is propped open for any reason it must be monitored.
4. All district buildings will utilize a single point of entry for visitors during the school day with the exceptions of the Keane Annex and Mont Pleasant Student Support Services that will maintain their own visitor entrances.
5. All visitor entrances will be equipped with video and audio equipment (intercom system) that will allow a district staff member to remotely screen anyone entering a district building prior to granting access.
6. As the district moves forward with building projects, safety will always be a consideration, particularly the creation of a secure vestibule/entryway at each district building.

C. Keys and entry to buildings

1. All district buildings utilize an electronic keyless entry system allowing specific access (designated times and locations) to authorized personnel by presenting a proximity card to a reading device at designated entrances (swiper card).
2. The Chief Emergency Officer will determine which staff are authorized to maintain a physical key to the exterior of each building, to allow access during times when the electronic system may be offline.
3. Electronic access control software will record all “swipes” in and out of doors designated and equipped as entries.

D. Staff Photo Identification badges

1. All Schenectady City School District employees are issued Photo Identification Badges that are required to be always displayed while on school district property.
2. This will assist visitors, students, and staff in identifying employees as well as possible intruders.
3. Beginning July 11, 2022, all issued SCSD employee ID’s will also serve as that person’s access card for exterior doors and any other interior doors monitored electronically.

E. Visitor policy; Raptor Visitor Management System

1. An approved visitor will complete a sign-in procedure and will be issued a visitor pass/sticker upon being granted access to the building.
2. Stickers will have time, date, and destination on them and should be worn on the upper left chest area.
3. All schools in the Schenectady City School District will utilize Raptor visitor management software. Visitors will be required to show a valid government issued ID each time they enter a school in the SCSD.
4. Visitors will be screened through a national sex offender database.
5. Parents and guardians who are listed on such Sex Offender Database will be denied building access upon the initial occurrence, however, the building principal and the Superintendent or their designee will work with them to ensure access to their child’s educational program.
6. Cases being reviewed by building administration will seek input from the district’s Community Engagement Officers to ensure parents/guardians are not denied access unreasonably.
7. Any restrictions from that point forward will be following court ordered limitations, if any.

F. Video Surveillance

1. A digital video surveillance system is in service throughout the Schenectady City School District’s schools and facilities to assist in monitoring, deterring, and recording activity.
2. Cameras are strategically placed in areas of chronic concern or perceived vulnerability.
3. Designated safety team members and administrators are trained on how to access, view, search and recover images.

G. Intrusion Detection Alarm/Burglar System

1. To protect district assets and prevent crime, an intrusion detection (burglar) alarm system is linked to a central monitoring service for all Schenectady City School District schools and facilities.
2. The monitoring service will contact the police and a designated district “responder” list whenever the system is activated.
3. Each district building will utilize this alarm system as designed and will ensure that necessary

personnel are trained in its proper use to maximize the performance of the system and minimize the incidence of false alarms.

4. The Chief Emergency Officer will work with the Chief of Facilities to establish response protocols when an intrusion alarm activates after school hours.

H. Fire Alarm

1. A fire detection alarm that is linked to a central monitoring station is in service at every Schenectady City School District School and facility.
2. These alarms and our fire response procedures are tested regularly consistent with NYSED regulations.

I. Threat Assessment

1. The Schenectady City School District has implemented procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors.
2. The Chief Emergency Officer and The Assistant Superintendent of Student Support Services will both serve as liaisons between the district and the Schenectady County Threat Assessment Team.
3. The district recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors.
4. Students, their parents, and all staff are encouraged to share information regarding any student conflicts, threats, or troubling behaviors with the appropriate school administrator so that an assessment or investigation can commence in a timely fashion if deemed necessary. Information can be submitted anonymously through Let's Talk or through a Students of Concern form at the high school level.

******The district strongly encourages ALL to "See Something, Say Something" ******

5. The Schenectady City School District has teams trained in every school to utilize the Comprehensive School Threat Assessment Guidelines (CSTAG) by Dewey Cornell. This communication may extend beyond Schenectady City School district personnel to include members of the district's threat assessment team, law enforcement, and mental health professionals, when deemed appropriate and within existing legal parameters.
6. The SCSD recognizes the importance of programs and activities that promote prosocial behavior, improve communication throughout the school community and that encourage the reporting of potentially dangerous, suspicious, or violent behavior. Such efforts serve to improve the security, safety, and quality of life for all those in the SCSD school community.

J. Dignity for All Students Act (DASA)

1. The Office of Student Support Services oversees the Dignity for All Students ACT (DASA) process and disseminates information across the SCSD regarding bullying prevention, identification, and reporting requirements.
2. The district employs administrators, school psychologists, social workers, and school counselors who have been trained to assist in identifying the warning signs of bullying and to intervene to prevent further bullying and help students to come to resolutions. In K-5 the district uses the Second Step Bullying Prevention Curriculum.
3. The Office of Student Support Services also assists building principals and staff in completing DASA

investigations and developing interventions and solutions for students who are identified as victims of bullying and harassment.

4. The district website contains information for parents about the Dignity for All Students Act, names and contact information for district and building level DASA Coordinators, and a link to the Dignity Act Complaint Form.

K. Code of Character, Conduct, & Support

1. Contains language that specifically addresses bullying and harassment
2. Students who engage in bullying and harassment behaviors receive age-appropriate progressive interventions, which can range from use of mediation or informal and formal counseling to referral for outside mental health services and other community agencies.
3. When bullying or harassment is persistent or severe in nature, disciplinary measures are taken to ensure the safety of all students. Restorative practices are used, in lieu of punitive disciplinary measures when dealing with bullying and harassment whenever possible.
4. The School Diversion process assists students and families in connecting with outside resources.

Section VI: Recovery

Recovery addresses the help needed for everyone involved to heal and to restore the school community to “normal” operations following a crisis or emergency.

The Schenectady City School District Safety Plan supports the building safety plans by deploying district resources that support the school’s building-level emergency response team and the post-incident response team.

Recovery plans include mental health/emotional recovery, academic, physical, and business recovery, reunification, and can continue long after the actual emergency.

A. District Support

1. The district-level response to an emergency is driven by the building level emergency response plan and the resources it calls for.
2. The SCSD’s Incident Command System (ICS) identifies back-ups to relieve team members. This provides team members the opportunity to rotate personnel, to fill in if assigned personnel are unavailable and to debrief in a supportive environment.
3. The SCSD realizes that some emergencies may overwhelm an individual school’s ability to manage an extreme crisis. If/when the school is faced with an emergency such as threats of violence or actual violent incidents, the district-wide school safety team assists as follows:
 - a. Acting as a sounding board regarding the implied or direct threats and/or violent acts.
 - b. Assisting in determining the level of threat and appropriate response.
 - c. Monitoring the situation and adjusting the district’s response as appropriate.
 - d. Assisting with parent/guardian, faculty/staff, and media communication.
 - e. Assisting with coordinating building and grounds security in conjunction with local and State Police.
 - f. Assisting with offering a backup post-incident response team (i.e., another school district’s team and/or an outside group) as needed.
 - g. Offering debriefing sessions as needed working in conjunction with local, Schenectady County and/or State emergency responders.

B. Disaster/Mental Health Services

1. If/when a building-level emergency response team or post-incident response team is faced with an emergency that may overwhelm the school's ability to manage an extreme crisis, the district-wide emergency response team assists as follows:
 - a. Offering district support and looking for continued feedback from those directly impacted during the incident, with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original event.
 - b. Assisting with parent/guardian, student, and faculty/staff debriefing and/or post- incident crisis intervention. The debriefing is also used in part to evaluate the district's plan for possible revisions.
 - c. Assisting the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the District Director of Communications.
2. The district-wide emergency response team supports the recovery phase and reevaluates current multi-hazard and violence prevention practices and school.

APPENDIX A:

The following is a listing of all school buildings covered by the district-wide school safety plan

BUILDING	ADDRESS	CONTACT TITLE	PHONE
Howe Elementary School	1065 Baker Avenue Schenectady, NY 12308	Principal	518-370-8295
Hamilton Elementary School	1091 Webster Street Schenectady, NY 12303	Principal	518-881-3720
Lincoln Elementary School	2 Robinson Street Schenectady, NY 12304	Principal	518-370-8355
Pleasant Valley Elementary School	1097 Forest Road Schenectady, NY 12303	Principal	518-881-3640
Van Corlaer Elementary School	2300 Guilderland Avenue Schenectady, NY 12306	Principal	518-370-8270
William C. Keane Elementary School	1252 Albany Street Schenectady, NY 12304	Principal	518-881-3960
Woodlawn Elementary School	3311 Wells Avenue Schenectady, NY 12304	Principal	518-370-8280
Yates Elementary School	725 Salina Street Schenectady, NY 12308	Principal	518-370-8320
Paige Elementary School	104 Elliott Avenue Schenectady, NY 12304	Principal	518-370-8300
Dr. Martin Luther King Jr. Elementary School	918 Stanley Street Schenectady, NY 12307	Principal	518-370-8360
Jessie T. Zoller Elementary School	1880 Lancaster Street Schenectady, NY 12308	Principal	518-370-8290
Central Park Middle School	421 Elm Street Schenectady, NY 12304	Principal	518-370-8250

Mont Pleasant Middle School	1121 Forest Road Schenectady, NY 12303	Principal	518-370-8160
Oneida Middle School	1629 Oneida Street Schenectady, NY 12308	Principal	518-370-8260
Schenectady High School	1445 The Plaza Schenectady, NY 12308	Principal	518-881-2044
Steinmetz Freshman Leadership Academy	880 Oakwood Ave Schenectady, NY 12303	Principal	518-881-2044
Big Picture Learning	422 Mumford Street Schenectady, NY 12307	Principal	518-370-8220
Washington Irving Educational Center	422 Mumford Street Schenectady, NY 12307	Director	518-370-8220

- District website: <https://www.schenectadyschools.org/>
- [Link to SCSD District Directory](#)
- [Link to SCSD Communicable Disease Plan](#)

SCHENECTADY CITY SCHOOLS



Instructional Guidance for Remote Learning during Extended Closure

Schenectady City Schools

530 Liberty Street
Schenectady, NY 12305
Phone: (518) 881-3500

Schenectady City School District

Remote Learning and Digital Classroom Instructional Guide 2025-2026

The Schenectady City School District is committed to in-person learning for all students. Our transition to a one-to-one district will allow us to continue to leverage technology to improve the educational experience for students and families throughout the school year for all instruction. SCSD also understands that certain students may need to learn from home at various times throughout the year due to illness, quarantine, or other unforeseen circumstances that may lead to extended closure. Because of this, all teachers and providers must continue to use SeeSaw and Google Classroom as a tool for remote instruction for the 2025-2026 school year. This document is intended to provide guidance for teachers and administrators as they implement the District's remote learning initiative and in the event we must quickly transition to extended remote learning.

Goals

SCSD will provide clear opportunities for equitable instruction for all students; ensuring continuity of learning regardless of the instructional model used; providing standards-based instruction; ensuring substantive daily interaction between teachers and students; and clearly communicating information about instructional plans with parents and guardians.

Background

The COVID-19 pandemic caused unprecedented hardship for families across the nation. As a district, it has taught us the importance of support for students and families and taking into consideration the traumatic impact of a pandemic, natural and human-caused disasters. Together, while we continue to focus on comprehensive strategies to support student learning, we must also consider our students' mental wellness.

At the same time, the District recognizes that faculty and staff are also affected and may be asked to deliver instruction remotely. This document is intended to provide guidance for teachers and administrators as they implement the District's remote learning initiative.

What Instruction Looks Like During Extended Closure

Instruction may take different forms during this period of extended school closure. Computing devices will be distributed, by school, to students in grades K-12 in the event closure does not occur while students are in school to facilitate remote learning. However, some families struggle with connectivity. The District will provide learning packets to support families and other families who may want additional, alternative resources. In addition, teachers should continue to assign work to students as they have using Seesaw (Grades K-12) and Google Classroom (Grades 3-12) and in accordance with the District's approved alternative instruction plan.

Methods of Instruction

- Hard copy learning packets aligned to grade level state standards
- Remote learning
- Teacher-posted assignments in Seesaw or Google Classroom
- Activities from District courses in
- Live, virtual lessons or videotaped lessons
- Nearpod lessons
- Readings or videos accompanied by a means to verify participation, including responding to questions, completing assignments or exit tickets, or student participation in online discussion boards.
- Emailed communication, assignments
- Completion of activities to complement core instruction using District-approved online programs, for example: iReady, Nearpod, and Newsela
- Virtual conferencing, office hours
- Phone conversations and consultations

Means of Demonstrated Student Academic Engagement

There are numerous ways for students to demonstrate engagement with learning remotely. The District is particularly interested in collecting information about frequency, duration, and substance of instructional contact with students. Some forms of engagement will happen daily while other forms may occur weekly. Here are some examples:

- Seesaw, Google Classroom, or iReady MyPlan logins
- Submission of completed assignments or assessments
- Completion of online assignments or assessments
- Completion of activities in District-approved online programs

- Participation in online discussion boards, chats, discussion threads
- Email exchanges regarding instruction
- Phone conversations regarding instruction
- Participation in virtual conferences or office hours regarding instruction
- Exchanges regarding instruction using Talking Points or other translation

services

- Other digital communication with a family member which confirms student interaction/engagement (e.g., Class Dojo)
- Teletherapy including speech, occupational therapy, physical therapy, vision services, hearing services and counseling
- Completion of lesson activities provided via hard copy in learning packets and online

Other Non-Academic Means of Student Engagement

There are numerous ways for students to connect with schools and support wellness. Here are some examples:

- Email exchanges
- Phone conversations
- Virtual conferences
- Participation in CSE actions (e.g., Annual Reviews)
- Communication through the SCSD Let's Talk
- Communication with school psychologists, social workers, counselors
- Exchanges using Lexikeet, Classroom Dojo, or other translation services
- Participation in continued mentoring services (e.g., 21st Century, GEARUp)
- Continuation in Student Leadership activities
- Sustaining a connection with school-community based partners
- Participation in virtual Saturday Academy Learning and Wellness activities
- Communication with School-Based health clinics and work with Supplemental Health Services
- Enlisting in college-going activities including completion and submission of: college applications-signed by school administrator; FAFSA submission, scholarship application(s)

Using District Materials

Grades	Subject	Resources
K-3	Reading/ELA	Wit & Wisdom, Heggerty, Fundations iReady, MyPlan
	Math	iReady Classroom -Math Zearn
	Science	*Refer to Schenectady Learns and approved resource guide Newsela Carolina Science Online Science Spin
	Social Studies	McGraw Hill NewsEla
	Art	Davis Publications online PBS Learning Media Scholastic Arts online
	Music	Essential Elements: Classroom Quaver
	Health, Physical Education	SPARK PE Quaver
Many applications are accessed through Classlink/See Schenectady Learns for additional details		

Using District Materials

Grades	Subject	Resources
4-6	Reading	Wit & Wisdom (K-5) Newsela iReady Common Lit (Gr. 6)
	Math	Nearpod iReady Classroom Math <u>Zearn</u>
	Science	Carolina Science Online Newsela
	Social Studies	McGraw Hill Newsela

	Art	Davis Publications online Scholastic Arts online PBS Learning Media
	Music	Music Technology Resources Quaver BPO Broadcasts on Demand
	Health, PE	SPARK PE Quaver
7-12	English Language Arts	Common Lit (Gr. 7,8) Newsela iReady (Gr. 9)
	Math	iReady (Gr. 9) iXL
	Science	*See Schenectady Learns and approved resource guide ExploreLearning's Gizmos (virtual lab simulations)
	Social Studies	*See Schenectady Learns and approved resource guide McGraw Hill (Gr. 7-9) Newsela
	World Languages	*See Schenectady Learns and approved resource guide
	Art	Davis Publications online Scholastic Arts online PBS Learning Media
	Music	Quaver BPO Broadcasts on Demand
	Health, Physical	*See Schenectady Learns and approved resource guide
	Education	SPARK Quaver
	FACS	*See Schenectady Learns and approved resource list
	Technology	*See Schenectady Learns and approved resource list

Key Considerations for Assigning Academic Work

Family circumstances during this time will affect how each student engages in learning. During this time, some families may be coping with illness. Some parents provide essential services and may not be readily available to support students with assignments. Some students themselves may be caring for younger siblings. Translation services may also be required. In many homes, parents are supporting the learning of more than one child in different grade levels. In addition, families may not have access to supplies or there is limited or no wireless internet access in the home.

These factors make communication with our families very important. It is helpful to make assignments available in multiple places (e.g., on teacher webpages, via email or phone call).

When planning, please take into consideration the amount of time it will take to complete an assignment and remember that students are receiving assignments from other teachers, as well.

As much as possible, try to provide consistency for students. For instance, many students benefit from schedules. Consider posting assignments at the beginning of the week that are due by the end of the week or before the start of the next week. Make projects manageable by backward mapping due dates for each portion and checking in regularly. However, students should not be penalized for submitting assignments after the due date.

Please be mindful that not all families have access to a printer at this time. It is best to avoid posting assignments that require printing, such as requirements to circle or color answers. However, teachers can provide parents with suggestions such as asking younger children to point to the objects, rhyming words, etc., on a device screen. Depending on grade level, consider activities that do not require printing such as writing in response to prompts, journaling, conducting scavenger hunts, participating in virtual museum tours, reading aloud to family members, using software applications (e.g., iReady) providing oral or written book summaries or reviews, and contributing to discussion posts. For other assignments, if a teacher

uploads the assignment so that a student can see it, the student can type answers in Google Classroom or SeeSaw and then submit or email a picture of the assignment completed on a separate sheet of paper.

Key Considerations for Assigning Academic Work to Multilingual Learners

During school closures, language development can be supported through remote learning by integrating learning activities connected to the four language domains, reading, writing, listening, and speaking. Each domain targets specific skills in developing students' language proficiency.

Teachers are encouraged to plan or consult with their grade level colleagues to ensure a consistent delivery of instruction across content areas.

Culture of Learning

- Ask students to connect the learning to their experiences, culture and home life
- Ask students how they would like to demonstrate their learning.
- Provide written and translated instructions when possible. Share the criteria for success.

All Students Read

- All entering and emerging multilingual students should have access to online texts and/or hard copies of text via instructional packets. Assign materials based on the literacy level of students. Keep students reading.
- Incorporate read-alouds, either teacher-recorded or available online.
- Use videos that have been created using District-approved digital platforms in order for students to see and hear teachers model reading and literacy skills in Spanish.
- If you teach a mini lesson through video or slides, be sure to explicitly teach the language needed for the content.
- Provide feedback on language as well as content.
- Prepare a glossary of the most important words (Tier II and Tier III) and review the vocabulary prior to the lesson. Teachers should teach vocabulary in context.
- Provide culturally responsive texts.

All Students Write, Students Explain Their Thinking

- Ask students to explain their thinking by recording it on paper or video.
- Provide discussion prompts to keep students speaking during virtual conferences.
- Post sentence stems or word banks that students can refer to when participating in a group discussion.
- When possible, provide students the opportunity to talk and engage in academic content with other students.
- Provide guiding questions that elicit students' prior knowledge and support them in making connections.

Differentiation

- Have students jot down ideas in their home language before sharing oral or written responses in English; students can use this technique both during live remote learning and when working independently.
- Students should be encouraged to use whatever language they choose or are stronger in to communicate and process their learning.
- Provide videos to provide comprehensible input and build prior knowledge.
- Provide graphic organizers to guide students' thinking to create organization of new concepts and content.
- Assign entering and emerging students with foundational skill building exercises that align with the Stand-Alone framework.
- Include some items with reduced language demand to distinguish between conceptual understanding and language-based challenges.
- Provide access to videos to provide comprehensible input and build prior knowledge. Utilize platforms like PlayPosit to chunk videos and elicit student feedback, and to keep students engaged.

District Contacts:

Sarah Scott, ENL Department Chair (K-12 District Wide): ScottS@schenectadyschools.org

Leah Akinleye, Asst. Director of ENL and World Languages:

AkinleyeL@schenectadyschools.org

Key Considerations for Assigning Academic Work to Students with Disabilities

Students with disabilities are especially vulnerable during times of disruption and change. To ensure ongoing growth and progress, students should be served to the greatest extent practicable by tailoring remote learning that provides educational benefit to students with disabilities. Collaborate with co-teachers and related service personnel to make materials more accessible.

Culture of Learning

- Provide structure and consistency for students through schedules, routines, and other more structured ways to approach learning activities.
- Identify realistic time frames for task completion.
- Provide specific instruction for assignments, especially those with multiple tasks.
- Strong relationships with adults help students learn. Reach out to students to increase motivation.
- Meeting the social-emotional learning needs of each student will increase both success with learning materials and feelings of safety and wellbeing.
- Stay positive and praise often.

All Students Read

- Chunk longer stories over several days.
- Have students re-read the same text to build fluency.
- Have students draw pictures or take notes during the reading.
- Ask students to use a highlighter or underline key phrases or words in a passage.
- Have children use their fingers to track the text as they read a passage, or have children fold a piece of paper to use as a guide when they read a passage.
- Encourage students to tap out the sounds in the word when they struggle.
- Review words that are unfamiliar. Have students draw a picture of the word.
- Have students create vocabulary flash cards by cutting paper into squares. Write the word on one side and the definition on the other side.
- Have students act out concepts. (e.g., push and pull).
- Provide a visual representation of concepts.
- Read parts of a story or text and ask students to explain what was read.

- Provide culturally responsive texts.

All Students Write, Students Explain Their Thinking

- Ask students to explain their thinking when completing math problems.
- Ask students to explain their thinking when answering questions about the reading.
- Use the Wit & Wisdom strategy for Writing or CEL (Claim-Evidence-Logic) strategy (Gr. 6-12).
- Stop periodically while reading a short passage to have students jot down their thoughts.
- Have students journal about their day.
- Use a visualization to help the students frame their response.

Differentiation

(NB: Specially Designed Instruction must be provided in addition to differentiation.)

- Check for student understanding.
- Break assignments into manageable parts.
- Scaffold assignments with sentence frames, graphic organizers, and other aids.
- Create video modeling of how you expect something to be done.
- Provide transcripts of any pre-recorded audio or video.
- Use descriptive titles, headers, and captions to provide additional context and information for students.
- Use “Hands-on” approaches to learning such as incorporating essential life skills including cooking, chores, cleaning, and hygiene. Have students track activities with photos, videos and/or drawings. Encourage journaling.
- Reduce the number of math problems that a student completes in one day.
- Increase the timeframe for the student to complete math sprints.
- Provide number lines, number charts, place value charts, blank paper (for drawing pictures) and anchor charts to help students solve problems.

District Contacts:

Jessica Allen, Director of Special Education: AllenJe@schenectadyschools.org

Meghan Widrick, Asst. Director of Special Education: WidrickM@schenectadyschools.org

Support for Remote Learning

The Instructional Technology Coaches are available to provide technology support for remote learning through various avenues such as webinars, conferences, and virtual office hours. The Office of Teaching and Learning will provide professional development opportunities for teachers and administrators to learn best and emerging best practice for remote learning. Best practices will also be showcased on the [Schenectady Learns](#) website.

Grading Guidelines for Teachers

- *The most important consideration at this time is that students have access to work with support and feedback.*
- When reviewing assignments, prioritize effort over evaluation.
- Provide opportunities to revise work after teacher feedback has been shared.
- Accept second semester assignments at any point during the semester without penalty for late submission.
- Accept assignments from District courses in SeeSaw, Google Classroom, Classlink, and District learning packets in addition to or in lieu of teacher- assigned work, knowing that some students may not have access to technology. Students can upload or email pictures of the completed assignments if it is not possible to submit the hard copy.
- Recognize time spent in online learning programs like Lexia, iReady, MyPlan, etc.

Grading Procedures in Remote Learning

Continue to collect work and provide meaningful, affirming feedback that acknowledges the difficult circumstances that students and families are experiencing. Use data to make targeted plans to support students at risk of not meeting grade level standards. Note, some students may have trouble connecting with school during a period of extended closure.

Follow the current District Grading Guidance Document. *Teachers will*

receive detailed directions for inputting grades in Infinite Campus.

Intervention Plans

Intervention plans will look different for each school, grade level, and student depending upon the need and the options available.

When making intervention plans, consider what MTSS/AIS options are available at this time. School ELA, reading and math teachers as well as classroom teachers should provide remote intervention and support. Make use of online programs like iReady and Lexia Core5/PowerUp. Include possibilities for summer school as appropriate. Schools will administer diagnostics and other measures at the start of the new school year to gather additional data needed to support student learning and development. Intervention plans will continue into the following school year as appropriate. Schools will consider looping teachers at the elementary to provide continuity for students who experienced disruption due to extended school closures.

Resources for Staff

The District realizes that a pandemic, nature or human-caused disaster affects all of our staff. Employees may be struggling with the same realities as some of our families in terms of home schooling or caring for sick family members. As such, the District provides support to our employees through multiple resources so that you can access services needed by you and your family. These resources can be found on the [Employee Health and Wellness](#) page. Here you will find the following:

- access to free and confidential counseling and educational resources through the Employee Assistance Program (EAP);
- contact for Wellness Coaching services; and
- hundreds of personal and professional development opportunities (resilience, yoga & relaxation, workplace conflict and financial coaching).

Mandated Reporting

All school personnel must continue to follow the requirements of Section 413 of the New York State Social Services Law regarding mandatory reporting.

GLOSSARY

Asynchronous

Happens on one's own schedule and may include self-guided lesson modules, streaming video content, exchanges across learning management system discussion boards, individual and/or group projects or other types of learning experiences that may be self-guided at a student's own pace.

Synchronous

Learning that happens in real time. This means that students and teachers interact in a specific virtual or in person place, at a specific time. There may be some asynchronous assignments, projects, and classes linked to a synchronous activity or lesson.

APPENDIX A

General Information for Using District Materials

Required Learning Platforms

- All **PK-Grade 2** students will use Seesaw (Click [HERE](#) to see the benefits of Seesaw).
 - New this year, students are being automatically loaded into Seesaw through Infinite Campus and Classlink. If there are any discrepancies, please email David Creagan (creagand@schenectadyschools.org).
 - Your Seesaw classes should be condensed to only show your homeroom class and specials (art, music and P.E.) We noticed that the extra classes tend to stay empty and clutter up what students and teachers can see. With this change, we are hoping that Seesaw will be easier to navigate. You can always access your archived classes again if you need to:
 1. Click the Classes Tab
 2. Toggle ON 'Show Archived Classes'
- If you have any questions or concerns, please reach out to David Creagan (creagand@schenectadyschools.org).
- The classroom teacher must add Special Education, ENL, Reading and Student Support Staff support staff as co-teachers to the students' main classroom and those co-teachers maintain their own folders.
- Classroom teachers should use technology within the classroom setting on an ongoing basis to enhance instruction AND transition smoothly to remote learning if necessary.
- Assignments should be placed in appropriate folders in an organized manner that students understand. Students should be taught how to navigate the SeeSaw classroom.
- Information should be archived in a timely manner (weekly is ideal).
- If you used Seesaw last year, DO NOT use the same classroom. Each year acts like a portfolio, so you should always start with a new classroom and roster.
- Seesaw Tutorials can be found here: <https://web.seesaw.me/training>
- All **Grade 3-12** students will use Google Classroom ([HERE](#) to see the benefits of Google Classroom)
 - Classrooms will be created from the teachers' apps account.
 - Teachers should have a separate classroom for each section/class and make sure that all students join the classroom using their district email

account to login and are comfortable with the structure you are using for assignments.

- Classroom teachers should use technology within the classroom setting on an ongoing basis to enhance instruction AND transition smoothly to remote learning if necessary.
- Assignments should be placed in appropriate folders in an organized manner that students understand. Students should be taught how to navigate the Google classroom.
- Special Education co-teachers will be co-teachers in Google classrooms.
- It is strongly recommended teachers post notes, videos, and any other resources so that students may access at a later time for practice or if they are absent.
- Teachers can provide feedback to students through the Google classroom as well as with in person feedback.
- If a student is placed on tutoring, you must add the tutor as a co-teacher, until the student no longer needs tutoring.

Synchronous Student Meetings (for virtual instruction)

- When a teacher has synchronous virtual sessions with students, they should use Google Meet only.
- With in-person and remote instruction, students can/should interact with teachers in the following ways:
 - Emails using the district issued e-mail addresses
 - Discussion posts/message where teachers and students can participate with each other, using apps that support student to student dialogue, such as Flipgrid

Resources

- Please use this list of district approved sources: [SCSD Digital Resource Toolbox](#) Thank you to our District Technology Team for their commitment to creating this comprehensive list for our staff. Remember to consider [Social Emotional Learning \(SEL\)](#) when selecting resources.
- Requests for the approval of additional digital resources should be submitted using [the form](#) found in the toolbox.
- This list of approved resources should be implemented using both an equity & anti-racist lens. Any resource is only as good as its intended purpose; please use the resources to help you create culturally responsive lessons.

APPENDIX B

Setting Up the Digital Classroom Environment

Elementary Virtual Classroom Expectations (PreK-5)

- **Naming conventions** (keeping families in mind)
 - Create virtual classroom names Classroom Teachers
 - Grade Level_Teacher Name_School
 - i.e. 2_Eddy_MLK Special Areas Grades 4 & 5
 - Grade Level_Teacher Name_Subject_School
 - i.e. 4_Smith_Art_MLK
- Must share classroom with Principal and IS
- Special Education Teachers should share classrooms with the Director of Special Education.
- Academic/Social Emotional Supports Available
 - Classroom teachers collaborate with Student Support Staff, Special Education and ENL teachers, and other staff to plan additional support to address student needs in-person and/or virtually.
 - All teachers should integrate CRE and social emotional learning into academic lessons.
- First Weeks of School - Getting to know students/families
 - Acclimating students/families to Google Classroom/SeeSaw platforms

Secondary Virtual Instructional Expectations (Grades 6 - 12)

- **Naming conventions** (keeping families in mind) Create virtual classroom names
Grades 6-12
 - Class Name _Period #, Teacher, School
 - i.e. Biology_per 2_Moran_SHS
- Use class start time and section # in the subtitle
- Must share classroom at the middle level with Principal & Assistant Principals; at SHS share with Cohort Principals, Assistant Principals and Department Chairs.
 - Special Education Teachers should share classrooms with the Director of Special Education.
 - When a student needs tutoring, you must make the tutor a co-teacher until that time the student no longer needs tutoring services
 - Students should bring Chromebooks to and from school each day

- Academic/Social Emotional Supports Available
 - Teachers will collaborate with Student Support Staff, Special Education and ENL teachers, and other staff to plan additional supports to address student needs as would occur in in-person instruction
 - Teachers will integrate CRE & SEL into academic lessons.
- First Weeks of School - Getting to know students/families
 - Acclimating students/families to Google Classroom