

South Glens Falls Central School District

DISTRICT-WIDE SCHOOL SAFETY PLAN

2023-2024 School Year

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South Glens Falls Central School District
DISTRICT – WIDE SCHOOL 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, declared state disaster emergencies involving a communicable disease or local public health emergency declaration and other emergencies. This plan should be used 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 district 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 South Glens Falls Central School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose

The South Glens Falls Central School District district-wide school safety plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the South Glens Falls Central School District Board of Education, the Superintendent of the South Glens Falls Central School District appointed a district-wide school safety team and charged it with the development and maintenance of the district-wide school safety plan.

B. Identification of Chief Emergency Officer

The South Glens Falls Central School District designates the Superintendent, Kristine Orr, whose duties shall include, but not be limited to:

- a. Coordination of the communication between school staff, law enforcement, and other first responders;
- b. Lead the efforts of the district-wide school safety team in the completion and yearly update by September 1st, of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plan;
- c. Ensure staff understanding of the district-wide school safety plan;
- d. Ensure the completion and yearly update by September 1st, of building-level emergency response plans for each school building;
- e. Assist in the selection of security related technology and development of policies for the use of such technology;

- f. Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan yearly by September 15th; and
- g. Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807.
- h. Ensure the development of protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section 27-c of the Labor Law

C. Identification of School Teams

The South Glens Falls Central School District has created a district-wide school safety team appointed by the Board of Education consisting of, but not limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel. The members of the team by title are as follows:

John Farrell	BOE Member
Roger Fedele	BOE Member
Dr. John Leary	BOE Member
Kristine Orr	Superintendent
Kevin Fottrell	Assistant Superintendent for Business
TBD	High School Principal
Michael Hammond	Middle School Principal
Timothy Dawkins	Asst. Supt. for Curriculum and Instruction
Derrick Gilmour	High School Assistant Principal
Matthew Conrick	Principal – Tanglewood Elementary
Carla Biviano	Principal – Harrison Avenue Elementary
Michael Huchro	Principal – Ballard Elementary
Robert McGough	Principal – Moreau Elementary
Richard Clothier	Director of School Facilities & Operations
Matthew Griep	Athletic Director
Fred Strassburg	Director of Transportation
John Carey	SRO - Saratoga County Sheriff's Office
Micki Jones	Safety Coordinator, Capital Region BOCES
Peter Corlew	South Glens Falls Fire Co. Chief
Todd Murray	Wilton Fire Department Chief
Robert Defrancisco	School Lunch Manager
Alex Spada	Microcomputer Systems Coordinator
Michael Palanza	Middle School Assistant Principal
Kyle Lis	K-12 Assistant Principal for UPK/504 Accommodations
Lance Purvis	Teacher
Theresa (Tammy) Boire	Occupational Therapist
Mike Terrio	Parent

D. Concept of Operations

- The district-wide school safety plan is directly linked to the individual building-level emergency response plan to the school. Protocols reflected in the district-wide school safety plan guide the development and implementation of individual building-level emergency response plan.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school is by the building-level emergency response team.
- Upon the activation of the building-level emergency response team, the Superintendent of Schools or their designee is notified and, where appropriate, local emergency officials are notified.
- Efforts may be supplemented by County and State resources through existing protocols.

E. Plan review and public comment

- This plan shall be reviewed and maintained by the South Glens Falls Central School District district-wide school safety team and reviewed on an annual basis on or before September 1st of each year. A copy of the plan is available in the office of the Assistant Superintendent for Business.
 - Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was made available for public comment 30 days prior to its adoption. The district-wide and building-level plans were adopted by the School Board after the public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- While linked to the district-wide school safety plan, the building-level emergency response plan **shall be confidential** and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. The building-level emergency response plan shall be kept confidential and shall not be disclosed except to authorized department or school staff and law enforcement officers.
- Full copies of the district-wide school safety plan and any amendments are submitted to the New York State Education Department within 30 days of adoption by posting this public plan on the district's website. The building-level emergency response plan is supplied to law enforcement agencies in Saratoga County and the NYS State 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 plan. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses are used to assist school employees, students, parents and emergency responders to learn one system that can be used in the South Glens Falls Central School District.

A. Identification of sites of potential emergency, including:

- 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.

- A list of areas has been identified as having the potential to impact within the district. This list has been created for reference and awareness. The list is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries, should they have or create an emergency. A list of potential community-based hazards or emergency situations has been noted in the building-level emergency response plans
- The district- wide school safety team has recognized that there are many factors that could cause an emergency within our school building. 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.

B. The district has developed multi-hazard response guides. These guidelines are located in the building-level emergency response plan and are in ICS (Incident Command System) format. Plans for taking the following actions in response to an emergency where appropriate include, but are not limited to:

- Initial Actions
- Command Post Location (primary and secondary)
- **Shelter in Place:** Used to shelter students/staff inside the school
- Severe Weather
- Bomb Threat
- HazMat Incident
- **Hold-In Place:** Limits student/staff movement while dealing with short term emergencies
- **Evacuation:** Used to evacuate students/staff from the school
- Before, during and after school hours, including security during evacuation and evacuation routes
- Evacuation/Relocation Sites (internal and external)
- **Lockout:** Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school
- **Lockdown:** Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
- School Cancellation
- Early Dismissal

Emergencies include, but are not limited to:

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

C. The district has identified various district resources that may be available for use during an emergency, including the identification of personnel, equipment and shelters.

D. Using the ICS (Incident Command System) 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 clearly defined. ICS also identifies the staff members and their backups assigned to provide assistance during emergencies.

E. 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. Beginning with the 2016-2017 school year, all staff will undergo annual training by September 15th and each subsequent September 15th thereafter on the building-level emergency response plan which includes components on violence prevention and mental health. New employees hired after the start of the school year receive this training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. The district certifies that this training is completed during the October NYSED BEDS data collection.

The following procedures, which have been established to provide this training on an annual basis, include but are not limited to: early dismissal/go home drill, shelter-in place, hold-in-place, evacuation/fire drills, lockout, lockdown, table top exercises and Incident Command System training.

F. 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. A debriefing concludes each test to determine if changes to the plan are necessary.

Fire and Emergency Drills. The 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 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 lock-down drills, the remaining eight are required to be evacuation drills. There is still a requirement that eight of the required twelve drills must be completed in the first half of the school year. However, the date of completion has been changed from December 1 to December 31 of each school year.

The statute now explicitly requires schools to conduct lock-down 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 lock-out or shelter 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 lock-down. While the school should be well versed in their lock-out and shelter in place protocols, lock-down is the only type of protective action that is specifically required by the statute.

Section III: Responding to Threats and Acts of Violence

A. The school refers to its Crisis Intervention 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 district-wide school safety team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which includes suicide. The following types of procedures are addressed in the plan:

- Informing the Superintendent or designee of implied or direct threats.
- Determining the level of threat with the Superintendent and building-level emergency response team members.
- Contact the appropriate law enforcement agency, if necessary.
- Monitoring the situation, adjusting the district's responses as appropriate to include possible implementation of the building-level emergency response team.
- Communication with parent/guardian. When a student implies or specifically threatens self-inflicted violence including suicide, the School Building Principal directly contacts the respective parents/guardians.

B. The Multi-Hazard Emergency Response Guides in the building-level emergency response plan 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 consideration of zero-tolerance policies for school violence. The following types of procedures are addressed in the plan:

- Inform the Superintendent/designee
- Determine the level of threat with the superintendent/designee and the building-level emergency response team.
- If the situation warrants, isolate the immediate area.
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate lockdown, evacuation, sheltering and/or early dismissal procedures as needed, if needed.
- Contact the appropriate law enforcement agency.

The South Glens Falls Central School District is allowing for the **temporary covering** of vision panels in spaces that cannot maintain an "Out of sight" location for a lock-down. The rooms have been

examined for configuration and furniture layout. To ensure the safety of our students and staff we have found there is no other reasonable option. Temporary covering will only be permitted during emergency situations and drills. The covering must be removed promptly after the conclusion of the event.

The South Glens Falls Central School District is allowing for the **temporary barricading** of doors in the event a room cannot be secured during a lockdown. The staff member in such space shall make every reasonable attempt to secure the space in accordance with applicable codes however, if this is not feasible barricading will be viewed as an acceptable option

NOTE: The South Glens Falls Central School District's "Code of Conduct" 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 Plan 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 threat, intruders, hostage takings and kidnapping.

D. The following protocols for appropriate responses to emergencies are provided as examples of responses to bomb threats, hostage takings, intrusions and kidnappings:

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

E. The district 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 South Glens Falls Central School District, the following communication methods are used:

- **Parent Square - which is an Automated Calling System.**

Section IV: Communication with Others

The District-wide School Safety Plan provides the framework for the Building-level Emergency Response Plan.

A. The South Glens Falls Central School District is fortunate to have substantial ties to the communities of Wilton and South Glens Falls and Saratoga County. If there were an emergency within our facilities, we would call 911 for emergency assistance. If involvement is needed from other local government agencies, the Superintendent or designee would act as the contact person. Additional

procedures for communications can be found in the Building-level Emergency Response Plan 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 services organizations and local governments.

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, are noted in the NYS/BOCES Communication Flow Chart.

C. 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 automated call system that delivers messages to all key personnel – including principals, directors, and other crucial persons.

D. Along with the above-referenced systems, the district also maintains the following information about each educational agency in the confidential Building-level Emergency Response Plan:

- School population
- Number of staff
- Transportation needs
- Business and home telephone numbers of key officials of each such educational agency

Section V: Prevention and Intervention Strategies

The District-wide School Safety Plan provides the framework for the Building-Level Emergency Response Plan.

A. The district has developed policies and procedures related to school building security, including a secure entrance at each facility wherein visitors are observed, buzzed in, and then must sign in and obtain a badge. Further, the district employs the use of sweep cards and security cameras in its facilities.

B. The South Glens Falls Central School District has implemented procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to: the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information. The district has and continues to participate in programs such as:

At the elementary Schools:

- ✓ The Saratoga Center for the Family
- ✓ No Place for Hate
- ✓ Erin's Law Education
- ✓ 3 Kinds of Touches (K-3)
- ✓ All About Safety (4-5)

At the Middle School:

- ✓ WAVE (Working Against Violence Everywhere)
- ✓ The Saratoga Center for the Family
- ✓ No Place for Hate
- ✓ The Positivity Project
- ✓ E-hall Pass
- ✓ Character Academy

At the Senior High School:

- ✓ Restorative Justice
- ✓ The Saratoga Center for the Family
- ✓ No Place for Hate
- ✓ Peer Mediation

Further, the District employs the following professionals in its instructional facilities:

At the elementary schools:

- ✓ Four (4) school Counselors
- ✓ Two (2) School Psychologists
- ✓ Five (5) social Workers

At the Middle School:

- ✓ Three (3) School Counselors
- ✓ One (1) Social Worker
- ✓ One (1) Student Conduct Coordinator
- ✓ One (1) School Psychologist

At the Senior High School:

- ✓ One (1) School Sentry Officer
- ✓ One (1) Student Conduct Coordinator
- ✓ Four (4) School Counselors
- ✓ One (1) School Psychologist
- ✓ One (1) Social Worker

The District offers its facilities to the Moreau Community Center to provide care to children before and after school under the Kids Korner Program.

C. Appropriate prevention and intervention strategies as noted above.

D. The district has created and supported strategies for improving communication among students and between students and staff and reporting of potentially violent incidents as noted above.

E. Hall Monitors/School Safety Personnel:

The South Glens Falls Central School District has assigned certain staff and administrators to perform hall monitoring duties as part of their responsibilities. The monitors are trained to ask students for passes if they are walking around the halls during class periods. They are also trained to watch for persons who do not have either a South Glens Falls Central School District identification badge or a valid visitor's pass. They are trained to approach such persons to inform them of the visitors policy of the district, which is that all visitors must sign in at the main office and obtain a visitor's pass.

The South Glens Falls Central School District employs a School Sentry Officer at the Senior High School.

The South Glens Falls CSD has partnered with the Saratoga County Sheriff's office in the implementation of a School Resource Officer. That officer will be in our schools daily and will be an active member of the school safety teams.

Section VI: Declared State of Emergency Involving a Communicable Disease

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

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

A. A list and description of the types of positions considered essential in the event of a State-ordered reduction of in-person workforce. For this purpose, essential is defined as required to be physically present at a work site to perform his or her job. Such designation may be changed at any time at the sole discretion of the employer.

B. A description of protocols the employer will follow in order for nonessential employees to telecommute including, but not limited to, facilitating, or requesting the procurement, distribution, downloading, and installation of any needed technology, including software, data, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace, and may include devices.

C. A description of how the employer will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding on public transportation and at worksites.

D. Protocols the employer will implement to procure personal protective equipment (PPE), defined as equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons and, for essential employees, a quantity sufficient to provide PPE to each essential employee to meet his or her tasks and needs during any given work shift. A plan for storage of equipment and access to equipment must be included.

E. Protocols in the event an employee is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols shall not violate any existing federal, state, or local law regarding sick leave or health information privacy and must include detailed actions to immediately and thoroughly disinfect the work area, common area surface and shared equipment. The protocols must also 3 describe the employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.

F. Protocols for documenting hours and work locations, including off-site visits, for essential employees. The protocol shall be designed only to aid in tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available.

G. Protocols for working with the employer's locality to identify sites for emergency housing for essential employees to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.

H. Protocols for implementing any other requirements determined by the Department of Health such as contact tracing or testing, social distancing, hand hygiene and disinfectant, or mask wearing.

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

Section VII: Recovery

Recovery addresses the help needed for all involved to heal and to restore the school community to "normal" operations. The District Plan supports the school building plan 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, and can continue long after the actual emergency.

A. District Support for the South Glens Falls Central School District

The Building-level Emergency Response Plan provides resources for supporting the building-level emergency response team and post-incident response team. The district'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.

The district 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:

- Acting as a sounding board regarding the implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate response.
- Monitoring the situation and adjusting the district's response as appropriate.
- Assisting with parent/guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security in conjunction with local and State Police.
- Assisting with offering a backup post-incident response team (i.e., another school district's team and/or an outside group) as needed, if needed.
- Offering debriefing sessions as needed, working in conjunction with local, Saratoga County, and/or State emergency responders.

B. Disaster Mental Health Services

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 school safety team assists as follows:

- Activating the district-wide post-incident response team.
- 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.
- 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. If needed, assisting in contacting additional outside mental health resources such as the National Organization for Victim Assistance (1-800-try-nova; www.try-nova.org).
- Assisting the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the district's Public Information Officer.

The district supports the recovery phase and reevaluates current multi-hazard and violence prevention practices and school safety activities.

APPENDICES

APPENDIX A:

The South Glens Falls Central School District consists of six instructional facilities, an Administrative Center and a combined transportation and maintenance facility.

High School

Principal – TBD

Phone: (518) 792-9987

Oliver W. Winch Middle School

Principal – Michael Hammond

Phone: (518) 792-5891

Ballard Elementary School

Principal - Mike Huchro

Phone: (518) 587-0600

Harrison Avenue Elementary School

Principal – Carla Biviano

Phone: (518) 793-9048

Moreau Elementary School

Principal – Robert McGough

Phone: (518) 793-9644

Tanglewood Elementary School

Principal – Matthew Conrick

Phone: (518) 793-5631

Administrative Offices

Superintendent – Kristine Orr

APPENDIX B:

Identification of Potential Hazardous Sites:

- **COMMUNITY BASED LIST:** A list of areas has been identified as having the potential to impact the district. This list was created for reference and awareness. It is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries - should they have or create an emergency. A list of potential

community-based hazards or emergency situations has been noted in the building-level emergency response plans.

- The Saratoga County office of Emergency Services updated the County Hazard Mitigation plan in 2020. This plan may be viewed at:

- o [Saratoga County Hazard Mitigation Plan](#)

- **SCHOOL BASED LIST:** The district 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.

Appendix C: SRO Contract 2023-2024

Pandemic Continuity of Operations Plan

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

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

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

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

- District Medical Director
- School nurse(s)
- Technology Director(s)
- Business Official
- Facility Director
- Food Service Director
- Transportation Coordinator
- Public Information Officer
- Assistant Superintendent of Curriculum
- District Safety Coordinator

Communication with parents, students, staff, and the school community is important throughout a pandemic outbreak. Communication methods will include postings to the district website, email, and the public media. The district communications office has been designated to coordinate this effort. Communications will work closely with the technology department to ensure proper function of all communication systems.

In the event of a state-ordered reduction of in-person work force, the South Glens Falls CSD would reduce its workforce in the following manner.

Schools-Based Staff

- School buildings and school offices would be closed and teachers would work remotely.
- Custodial staff would perform building checks to ensure buildings are safe and maintained while closed.

- All kitchen employees would report only when it is necessary to prepare or distribute food.

Transportation/Buildings & Grounds/Maintenance Staff

- Transportation office staff and full-time bus drivers would work if it becomes necessary to deliver materials (teaching or meals) to families. Transportation mechanics will work reduced hours.
- Buildings & Grounds staff (Building Services Supervisor, Custodians, Cleaners) may work full time, or work reduced hours depending on the situation.
- Maintenance staff (Maintenance Mechanics 1 and Maintenance Mechanics 2) may work full time, or work reduced hours depending on the situation.

Central Office Staff

- Office staff (Treasurer, Payroll Clerk, Accounts Payable Clerk, Central Office Secretarial Staff, Special Education Office Staff) and school leaders (Superintendent, Assistant Superintendent of Curriculum & Instruction, Assistant Superintendent of Business, Director of Special Education) will work remotely during normal business hours and can be contacted via email or office phone.

Technology Staff

- Technology staff (Network Coordinators, Chief Information Officer, Microtechnician) will work reduced hours in the buildings to ensure network connectivity and troubleshoot hardware and software issues. Work that can be completed from home will be done from home.

Administrators and Directors

- Administrators and Directors are essential employees (Principal, Assistant Principal, Director of Technology, Information & Integration, Director of Athletics, Assistant Director of Special Education, Director of Facilities & Operations, Food Service Director, District Nurse, Transportation Supervisor, Computer Systems Coordinator) and will perform duties as needed. They will work both remotely from home and in person. They will be available for any emergency situation that arises.

Technology Needs

- If school personnel have specific technology needs in order to complete district tasks remotely, the staff member must communicate the need to the Computer Systems Coordinator. These needs include but are not limited to: laptops, WiFi connectivity devices, printers.

Staggered Shifts

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

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by state or local guidance.
- Forming employees work shift cohorts to limit potential contacts.
- Limit employees travel within the building and/or between buildings.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.

- Alternate work days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

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

Personal Protective Equipment (PPE) and Face Coverings

The district will procure a six-month supply of face coverings and PPE required for essential work tasks. Disposable PPE will be provided in quantities of at least two pieces per workday. If/when a staff member needs PPE, they should contact his/her immediate supervisor who will assist in the procurement of the equipment.

PPE Type	Task/Role
N-95	Nurses/Nurses' Aides Cleaners/Custodians (based on disinfectants used) Staff assigned to the "waiting room"
Face Shields	Nurses/Nurses' Aides Special Education Staff assigned to the "waiting room" Transportation staff as necessary while cleaning buses
Gowns	Nurses/Nurses' Aides Special Education Staff assigned to the "waiting room"

Gloves	Nurses/Nurses' Aides Special Education Cleaners/Custodians Maintenance/Mechanics Staff assigned to the "waiting room" Transportation Staff as necessary for cleaning buses
Cloth Face Coverings*	All faculty, staff, and students

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

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

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

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

Communicable Disease Exposures

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

- Close off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Open outside doors and windows to increase air circulation in the area.
- Wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have a communicable disease, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.

- Individuals without close or proximate contact with the person suspected or confirmed to have a communicable disease can return to the area and resume school activities immediately after cleaning and disinfection.
- If more than seven days have passed since the person who is suspected or confirmed to have a communicable disease, visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Containment Team

Superintendent, Business Official, Director of Building and Grounds, Building Principal, Building Supervisor, District Nurse Supervisor, School Nurse, Director of Athletics (Pandemic Coordinator)

Information to Staff and Families of Sick Students of Home Isolation Criteria

Sick staff members or students should not return until they have met NYS Department of health criteria to discontinue home isolation.

When someone has symptoms that are presenting:

- Staff and students should not come to school, and that they should notify school officials (building principals or supervisor and the superintendent) if they (staff) or their child (families) become sick, test positive, or have been exposed to someone with symptoms or a confirmed or suspected case.

If a staff member or student has been exposed to someone with symptoms or a confirmed or suspected case:

- After notifying the supervisor, staff or students will be quarantined as required by NYS Department of Health and will only return to work if they have no symptoms.
- Since this person has no symptoms, areas affected will remain open but a deep clean and disinfecting will take place.
- No contact tracing needs to take place.

If a staff member or student becomes sick with symptoms during the school day:

- Immediately separate staff and children with symptoms (such as fever, cough or shortness of breath) in the isolation area.
- School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. See: What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible Infection.
- Individuals who are sick should go home or to a healthcare facility, depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick. Families members will be contacted to assist with this process.
- It is recommended that the staff or student contact their physician for further guidance and testing. Staff should stay home until they have a negative test and are not showing any further symptoms.
- A student sent home with signs of illness cannot return to school unless they have a medical note, negative test and resolution of all symptoms.

If a staff member or student tests positive:

- The superintendent will work with the district nurse, building administrator and Director of Facilities to immediately begin the next steps.

Clean and Disinfect

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

Cleaning and Disinfection Protocols and Procedures

Room Types/Areas	Cleaning Frequency	Disinfection Frequency	Responsible Party	Additional Information
Classrooms	Daily	Daily	Custodial staff; staff and teachers	Doors, desks, chairs, and floors
Restrooms	2x daily	2x daily	Custodial staff	Doors and sinks will be done at least twice daily. Floors will be done once daily.
Health Offices/Isolation Rooms	Various	Daily	Nursing staff; Custodial staff	Cots, bathrooms, and health office equipment will be cleaned after each use. Floors will be done once daily.
Breakrooms	Daily	Daily	Custodial staff	Doors, tables, chairs, and floors

Cafeterias/Kitchens	Various	Daily	Custodial staff; staff and teachers	Tables and chairs will be cleaned/disinfected in between each group's use. Floors will be done once daily.
Outside Seating Areas	Various	Various	Custodial staff; staff and teachers	Tables and chairs will be cleaned/disinfected in between each group's use. Floors will be done once daily.
Computer Labs	Various	Various	Custodial staff; staff and teachers	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs, and floors will be done once daily.
Science Labs	Daily	Daily	Custodial staff; staff and teachers	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs, and floors will be done once daily.
Maintenance Office and Work Areas	Daily	Daily	Custodial staff	Doors, desks, chairs, and floors
Bus Garage	Daily	Daily	Custodial staff; Transportation staff	Bathroom, doors, desks, chairs, and floors
Libraries	Daily	Daily	Custodial staff; Librarians	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs, and floors will be done once daily.
Playgrounds	As needed	N/A	Custodial staff	
School Buses	Daily	Daily	Transportation staff	High-contact spots will be cleaned after each run. Disinfecting will occur 1X daily between AM/PM runs.

School Vehicles	After each use	After each use	Staff using vehicles	
Administrative Offices	Daily	Daily	Custodial staff and staff	Doors, desks, chairs, and floors
Large Meeting Areas (e.g., gymnasiums, auditoriums, music rooms)	N/A	Various	N/A	These areas are not going to be used. When these areas will be returned to use, then an appropriate frequency for cleaning/disinfection will be established.
Athletic Training Rooms, Locker Rooms	N/A	Various	N/A	These areas are not going to be used. When these areas will be returned to use, then an appropriate frequency for cleaning/disinfection will be established.
Frequently touched surfaces (e.g., doorknobs, light switches, elevator buttons, copy machine buttons, handles, etc.)	2x daily	2x daily	Custodial staff, staff and teachers	
Shared frequently touched surfaces (e.g., keyboards, desks, phones, laptops, tablets, remote controls, etc.)	After each use	After each use	Staff using shared surfaces	
Shared equipment (e.g., hand tools, facilities equipment, groundskeeping equipment, golf cart, etc.)	After each use	After each use	Staff using equipment	

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

Notify Health Officials and Close Contacts

- In accordance with state and local laws and regulations, school administrators should notify Saratoga County Public Health officials, staff, and families immediately of any case of contagious ailment while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA).
- School nurses have completed the John Hopkins Contact Tracer Course and will start the process of tracing and work with the Department of Health on this.
- Inform those who have had close contact with a person diagnosed with ailment to stay home, self-monitor for symptoms, and follow CDC guidance if symptoms develop.
- Close contact is defined as an individual who has had close contact (< 6 feet)** for ≥10 minutes.***
- An entire school may not be closed because of one confirmed case.
- Any staff or student that meets the close contact criteria will be quarantined based on criteria set forth by NYS Health Department
- Stay home as advised by the local and State Department of Health and maintain social distance (at least 6 feet) from others at all times.
- Self-monitor for symptoms:
 - Check the temperature twice a day.
 - Watch for fever, cough or shortness of breath, or other symptoms of contagious agents.
 - Avoid contact with people at higher risk for severe illness
 - Follow CDC guidance and NYS Department of Health if symptoms develop.
 - If no symptoms develop, they will return to school after a time period set forth by the local and state department of health.
- Based on the number of students and staff that meet the close contact criteria, a determination will be made by the superintendent about remote learning for one class, some classes or the entire school.

Return to School after Illness

SGF must follow CDC and NYSDOH guidance for allowing a student or staff member to return to school after exhibiting symptoms of contagious ailment. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner or physician assistant) with ailment they can return to school.

- It is recommended that the staff or student contact their physician for further guidance and testing. Staff should stay home until they have a negative test and are not showing any further symptoms.
- A student sent home with signs of illness cannot return to school unless they have a medical note, negative test and resolution of all symptoms.
- If a person is diagnosed with contagious ailment by a healthcare provider based on a test or their symptoms, or does not get a test but has had symptoms, they should not be at school and should stay at home until:
 - It has been at least 10 days since the individual first had symptoms;
 - It has been at least four days since the individual has had a fever (without using fever-reducing medicine); and

- It has been at least four days since the individual’s symptoms improved, including cough and shortness of breath.
- The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end.

Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings

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

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

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

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

Housing for Essential Employees

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

Recovery

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

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

Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention. The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned with input from all essential functions. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be updated accordingly.

Curriculum activities that may address the crisis will be gathered or developed as appropriate.

Finalized plans will be posted on the district website and be presented to all bargaining units upon Board of Education approval.

Appendix E:

Remote Instruction Plans

Elementary Remote Instruction Guidelines

Why remote instruction snow days?

Prior to the pandemic, in 2019-20, we used all of our snow days and met with union representatives about what happens if we use another day. We start losing April Break. Then the pandemic happened and shut us down. Since then, the state has allowed for remote instruction snow days to be counted as days of instruction. We have signed an MOA with the faculty association for the use of these days after two with a give back of an extra day at Memorial Day AND to ensure that April break does not get affected for our staff and students. Since we have used two real snow days, we now go to remote days. The community has been notified several times via Parentsquare weekly messages.

State Ed Definition of Remote Instruction and Related Terms:

The Board of Regents adopted additions to §100.1 of Commissioner's regulations to define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, including synchronous **and** asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified (or, for charter schools, qualified) teacher.

For more information, please go to this [link from State Ed](#). - Kristine Orr, Superintendent

For the remainder of winter 2023, if there is a forecast of inclement weather and there is a chance there will be a snow day please plan accordingly.

Technology:

- K-2 students should bring home Chromebooks the day before there is a forecast of inclement weather without the charger. The Chromebook should be able to handle at least 24 hours without a charge.
- 3-5 students should bring home Chromebooks as usual.
- You **can** send home passwords and QR codes to parents.
- [Click here for QR code and password protocols for all elementary students.](#)
- Students who do not have access to Internet services at home have the option of utilizing a school district hotspot if needed.
- Hard copy work will be provided to students for whom digital remote instruction is not appropriate.

Instruction:

- Elementary teachers should plan mini-lessons through Google Meet during the school day making a good faith effort to instruct students. These can be large or small groups. They should be focused on core instruction in ELA and math. Students should be attending 30 - 60

minutes of direct math and ELA instruction during the day with the remainder being asynchronous work available via Google Classroom or directly from the teacher. As needed, teachers will work with students directly based on identified supports. This includes meeting requirements for IEPs, 504s, ELLs, etc.

- Special area teachers should connect with classroom teachers of students that they are scheduled to meet with that day to support and help plan.
- [Click here for an optional template to send to parents the day before a forecast of inclement weather.](#) After it is filled out, this can be printed and student usernames and passwords can be written in to send to families.
- Click here for a [Google Meet Quick Reference Guide](#) for a refresher on Google Meet!
- All K-5 students have access to digital learning tools via their school-issued Chromebook
- Special Education services (classroom and related) will be available via remote access with designated special education providers. These providers will communicate directly with students and families about their plan in the event that a remote day is anticipated.

FAQS:

- 1) How will we know when we should send Chromebooks home with our K-2 students?**
 - When inclement weather is in the forecast, you will hear from your principal about planning for a potential remote instruction snow day.
- 2) Why do we need to have Google Meets with students?**
 - There has to be a "good faith effort" in order for this to count as instructional through NYSED. This means that there does have to be an attempt at face time for at least core instruction at the elementary level (math/ELA), and instruction by block at the secondary level. Packets and asynchronous work in Google Classrooms without check in time/mini-lessons with teachers does not count on its own as instruction. As with during the Pandemic, we do not expect for you to remain in a virtual meet for the entire period of time. For more, see Kristine's explanation above about remote instruction snow days.
- 3) What if our K/1 students and families are not prepared to log on to a Google Meet?**
 - It is highly recommended that teachers take an opportunity or two to practice sending the Chromebooks home with QR codes so families can get the feel for things even if there is not a weather-related cancellation. You will find instructions for families on how to log on to a Google Meet and into Classroom within the optional template linked above under the instruction heading.
- 4) Do Faculty have to report to school on a remote instruction snow day?**
 - No. Instruction can occur from home. Buildings will be open (unless otherwise indicated), as main office staff and administrators will be working. Classrooms will be available should you opt to teach from your classroom.
- 5) What if students don't show up to remote instruction?**
 - Again, this is a good faith effort. You will have students who do not show. Make note of the students who were not in attendance in Schooltool like a regular school day.
- 6) How will staff who need access to the Internet be provided access if connectivity is not available to them?**
 - Staff should contact the IT department to get a district hotspot. The school buildings are also available for staff to access technology during times of remote instruction.

7) How will instructional hours be determined in order to meet requirements for foundation aid?

- The District will claim foundation aid based upon the amount of instructional hours per day. This will be determined based on the circumstance of remote learning.

For other questions please speak to your building administration.

Secondary Remote Instruction Guidelines

Why remote instruction days?

Prior to the pandemic, in 2019-20, we used all of our snow days and met with union representatives about what happens if we use another day. We start losing April Break. Then the pandemic happened and shut us down. Since then, the state has allowed for Remote Instruction Days to be counted as days of instruction. We have signed an MOA with the faculty association for the use of these days after two with a give back of an extra day at Memorial Day AND to ensure that April break does not get affected for our staff and students. Since we have used two real snow days, we now go to remote days. The community has been notified several times via Parentsquare weekly messages.

State Ed Definition of Remote Instruction and Related Terms:

The Board of Regents adopted additions to §100.1 of Commissioner's regulations to define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, including synchronous **and** asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified (or, for charter schools, qualified) teacher.

For more information, please go to this [link from State Ed](#). - Kristine Orr, Superintendent

For the remainder of winter 2023, if there is a forecast of inclement weather and there is a chance there will be a snow day please plan accordingly.

Instruction:

- Secondary teachers should plan lessons through Google Meet/Classroom during the school day, making a good faith effort to instruct/have dialogue with students. They should coincide with the time of day that you would see your students for a regular school day. Which part of the block you meet is up to you, as long as it is communicated to students. As needed, teachers will work with students directly based on identified supports. This includes meeting requirements for IEPs, 504s, ELLs, etc.
- As with remote days in the past, you do not need to spend the entire block on a Google Meet. There should be a combination of synchronous instruction and asynchronous work. Face-to-face time is important to lend legitimacy to the snow day as instructional.
- Click here for a [Google Meet Quick Reference Guide](#) for a refresher on Google Meet!
- Special Education services (classroom and related) will be available via remote access with designated special education providers. These providers will communicate directly with students and families about their plan in the event that a remote day is anticipated.

Technology:

- All 6-12 students have access to their own personal Chromebook that travels back-and-forth to school with them daily
- Students who do not have access to Internet services at home have the option of utilizing a school district hotspot if needed.
- Hard copy work will be provided to students for whom digital remote instruction is not appropriate.

See page two for FAQs

FAQS:

1) Why do we need to have Google Meets with students?

- There has to be a "good faith effort" in order for this to count as instructional through NYSED. This means that there does have to be an attempt at face time for at least core instruction at the elementary level (math/ELA), and instruction by block at the secondary level. Packets and asynchronous work in Google Classrooms without check in time/mini-lessons with teachers does not count on its own as instruction. As with during the Pandemic, we do not expect for you to remain in a virtual meet for the entire period of time. For more, see Kristine's explanation above about remote instruction snow days.

2) Do Faculty have to report to school on a remote instruction snow day?

- No. Instruction can occur from home. Buildings will be open (unless otherwise indicated), as main office staff and administrators will be working. Classrooms will be available should you opt to teach from your classroom.

3) What if students don't show up to remote instruction?

- Again, this is a good faith effort. You will have students who do not show. Make note of the students who were not in attendance in Schooltool as a normal school day.

4) How will staff who need access to the Internet be provided access if connectivity is not available to them?

- Staff should contact the IT department to get a district hotspot. The school buildings are also available for staff to access technology during times of remote instruction.

5) How will instructional hours be determined in order to meet requirements for foundation aid?

- The District will claim foundation aid based upon the amount of instructional hours per day. This will be determined based on the circumstance of remote learning.

For other questions please speak to your building administration.