



# Tuxedo Union Free School District

## **District-Wide School Safety** **and Emergency Management** **Plan** **2023-2024**

# **DISTRICT-WIDE SCHOOL SAFETY AND EMERGENCY MANAGEMENT PLAN**

As required by state education law, the Tuxedo Union Free School District maintains a *District-Wide School Safety and Emergency Management Plan* and must post it on its website. This plan is designed to prevent or minimize the effects of violent incidents and emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such incidents or emergencies. The district's safety team is responsible for reviewing and updating the *District-Wide School Safety and Emergency Management Plan* prior to the new school year, and making it available for public comment for 30 days following.

1. The *District-Wide School Safety and Emergency Management Team* was appointed by the Board of Education on:     /    /2023

CR §155.17 (b) (14)

2. The *District-Wide School Safety and Emergency Management Plan* was made available for public comment at least thirty days prior to its adoption by the Board of Education. The 30-day public comment period began on:     /    /2023 and ended on     /    /2023

CR §155.17 (c) (3)

3. At least one public hearing that provided for the participation of school personnel, parents, students and any other interested parties, was held prior to adoption of the plan. Date of Public Hearing:     /    /2023

CR §155.17 (c) (3)

4. The *District-Wide School Safety and Emergency Management Plan* was posted on the district website. The URL must be submitted to the Education Department to comply with the requirement that the plan be submitted to the Commissioner within 30 days of adoption.

5. Date *District-Wide School Safety and Emergency Management Plan* was posted on District Website:     /    /2023

## 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 and Emergency Management 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 School Safety and Emergency Management 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 as well as natural and man-made disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (S.A.V.E.) Law. Project S.A.V.E. 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 Tuxedo Union Free School District supports the S.A.V.E. Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project S.A.V.E.

# **SECTION I: GENERAL** **CONSIDERATIONS AND PLANNING** **GUIDELINES**

## PURPOSE

Emergencies in schools are defined as undesirable events that occur and have the potential to cause injury or illness to members of our school community or disrupt the orderly educational process. They range from acts of bullying or harassment to catastrophic natural or man-made events. Emergency management is the discipline of dealing with and avoiding risks. It is a discipline that involves preparing for an emergency situation or disaster before it occurs as well as supporting and rebuilding from the emergency after natural or human-made disasters have occurred.

Emergency management in our schools is the continuous process by which our staff, students, administrators, parents, school groups, emergency responders and our community manages hazards in an effort to avoid or mitigate the impact of disasters resulting from hazards. Preventive measures and good planning will reduce the likelihood that emergencies will occur and allow us to address those that do in an expeditious and effective manner.

Districts are required to develop a *District-Wide School Safety and Emergency Management Plan* designed to prevent and effectively manage such events to minimize the effects of serious incidents and emergencies. These plans also facilitate the coordination of the District with local and county plans and resources when incidents and emergencies occur.

The *District-Wide School Safety and Emergency Management Plan* is responsive to the needs of all schools in the District and is consistent with the more detailed building-level emergency plans. Districts are vulnerable to a wide variety of acts of violence as well as natural and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (S.A.V.E.) Law. Project S.A.V.E. is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

The Tuxedo Union Free School District supports the S.A.V.E. legislation. As such, the Superintendent of Schools, Board of Education, and the entire District staff encourages and advocates on-going district-wide cooperation in support of Project S.A.V.E.

## **SUPERINTENDENT'S DIRECTIVE**

The Superintendent will serve as the District's Chief Emergency Officer (CEO) whose duties shall include, but not be limited to:

1. Coordination of the communication between school staff, law enforcement, and other first responders;
2. Leading the efforts of the *District-Wide School Safety and Emergency Management Team* in the completion and yearly update of the *District-Wide School Safety and Emergency Management Plan* and the coordination of the district-wide plan with the building-level emergency response plans;
3. Ensuring staff understanding of the *District-Wide School Safety and Emergency Management Plan*;
4. Ensuring the completion and yearly update of the Building-Level Emergency Response Plan for each school building. The CEO will require each building principal to maintain a Building-Level Emergency Response Plan in compliance with Commissioner of Education Regulation 155.17 (2). Each plan should be updated annually with the assistance of the Building Emergency Response Team (B.E.R.T.). The plan shall provide for lockdown, lockout, sheltering, evacuation, early dismissal, fire and other emergency planning and notification (when necessary) to students and staff, annual drills and exercises, and coordination with local and county emergency preparedness administrators. These plans shall be submitted to the *District-Wide School Safety and Emergency Management Team* for annual approval and incorporation into the overall *District-Wide School Safety and Emergency Management Plan*;

5. Assisting in the selection of security-related technology and development of procedures for the use of such technology;
6. Coordination of appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
7. Ensuring the conduct of required evacuation and lockdown drills in all district buildings as required by Education Law section 807; and
8. Ensuring the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

The district chief emergency officer is

\_\_\_\_\_ The superintendent, or  
 \_\_\_\_\_ Superintendent's designee  
                     Name \_\_\_\_\_  
                     Title \_\_\_\_\_  
                     Telephone number: \_\_\_\_\_  
                     Email: \_\_\_\_\_

## **IDENTIFICATION OF SCHOOL TEAMS**

The *District-Wide School Safety and Emergency Management Plan* was developed pursuant to Commissioner's Regulation 155.17 (b) (13). At the direction of the Board of Education and under the direction of the Superintendent, a *District-Wide School Safety and Emergency Management Team* will be utilized for emergency management within the District. The safety team shall include, but is not limited to, representatives of the school board, teachers, administrators, and parent organizations, school safety personnel and other school personnel including bus drivers and monitors. At the discretion of the Board of Education, a student may be allowed to participate on the safety team. However, no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

The duties of the team shall include the development, review, and update of the *District-Wide School Safety and Emergency Management Plan* in compliance with Commissioner of Education Regulation 155.17. The *District-Wide School Safety and Emergency Management Team* should meet regularly throughout the year to conduct the following business:

1. Assess and review the *District-Wide School Safety and Emergency Management Plan* annually.
2. Make any necessary recommendations regarding emergency operations, planning, procedures, and/or protocols.

3. Conduct training sessions as necessary.
4. Meet with, oversee, and help guide the Building-Level Emergency Response Teams at each school as necessary.
5. Meet as needed with the District's Emergency Management Consultant to review protocols and procedures as well as receive training and instruction.
6. Meet with local government and emergency service organization officials to develop procedures for obtaining guidance and for emergency situations that exceed the expertise and/or resources of the District. These procedures may then be incorporated into the *District-Wide School Safety and Emergency Management Plan*.
7. Conduct all other business as deemed necessary.

#### **DISTRICT-WIDE SCHOOL SAFETY AND EMERGENCY MANAGEMENT TEAM**

<b>NAME</b>	<b>TITLE/AGENCY</b>	<b>CONTACT INFORMATION</b>
Jeffrey T. White	Superintendent of Schools	(845) 351-4799 Ext. 2021
Brian Weir	Business Administrator	(845) 351-4786 Ext. 2026
TBD	GGM Principal	(845) 351-4786 Ext. 3111
TBD	GFB Principal	(845) 351-4786 Ext. 2102
Brendan Eirand	District Chief Emergency Officer / Director of Operations and Maintenance	(845) 351-4786 Ext. 2230
JoAnn Martin	Transportation Supervisor	(845) 351-4786 Ext. 2106
Marie Castricone	District Nurse	(845) 351-4797 Ext. 3106
Ken Poka	School Psychologist	(845) 351-4786 Ext. 3209
Marco Margotta	Athletic Director	(845) 351-2296 Ext. 3302
Lt. John Norton	Tuxedo Police Lieutenant	(845) 351-5111
Yan Salomon/ Sgt. Kenneth Ward	NYS Police Representative	(845) 782-8311
Daniel Persell	Org. County Sheriff's Office	(845) 291-7522
Brian Malone	Tuxedo Fire Chief	(845) 351-2222
Ed Mattes	Emergency Medical Services Rep.	(845) 351-4400
Marco Margotta	Representatives of Teacher	(845) 351-2296 Ext. 2017
Richard Marsh	Parent Representative	(845) 721-3679
Gary Heavner	School Board Representative	???
Maureen Doherty	Health and Safety Compl. Coord.	(845) 721-0553

The District-Wide School Safety Team conducted annual review and updates to the District-Wide School Safety Plan on: (date) \_\_\_\_\_

***\*MEMBERS LISTED HERE MAY BE REMOVED FROM THE “ADDITIONAL EMERGENCY NUMBERS” TABLE***

## **CONCEPTS OF OPERATION**

1. The *District-Wide School Safety and Emergency Management Plan* will be directly linked to individual Building-Level Emergency Response Plans for each school. Protocols developed in the *District-Wide School Safety and Emergency Management Plan* will guide the development and implementation of Building-Level Emergency Response Plans.
2. All District building plans have been standardized to the extent possible so that leadership decisions are consistent and leaders may be interchangeable as necessary. The training and expectations set at the district level are applicable to all building team members.
3. In the event of an emergency or violent incident, the initial response at an individual school will be by the Building Emergency Response Team.
4. Once the Superintendent and/or their designee are notified, the *District-Wide School Safety and Emergency Management Team* may be mobilized to respond, and when appropriate, local emergency officials will be notified. All will follow the emergency management protocols and practices outlined in the National Incident Management System (NIMS) and will practice Incident Command System (ICS) techniques to better manage these events.

## **PLAN REVIEW & PUBLIC COMMENT**

1. The *District-Wide School Safety and Emergency Management Plan* shall be monitored and maintained by the *District-Wide School Safety and Emergency Management Team* and reviewed annually on or before September 1<sup>st</sup> of each year. A copy of the plan will be available at the District Office and on the District Website.
2. Building-Level Emergency Response Plans shall be confidential and not 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.
3. Full copies of the *District-Wide School Safety and Emergency Management Plan* and any amendments will be submitted to the New York State Education Department on or before September 1<sup>st</sup> of each year or within 30 days of adoption.

4. The Board of Education must formally adopt the *District-Wide School Safety and Emergency Management Plan* pursuant to Commissioner's Regulation, Section 155.17 (c) (xiii). This plan will be made available for public comment at least 30 days prior to its adoption.
5. Building-Level Emergency Response Plans will be supplied to the New York State Police, County Police and all local police departments covering the District, by October 15<sup>th</sup> of each year or within 30 days of adoption.

## **SECTION II: RISK**

# **REDUCTION/PREVENTION AND**

# **INTERVENTION**

### **PREVENTION AND INTERVENTION STRATEGIES**

The District utilizes a variety of intervention strategies to reduce risk and prevent critical incidents.

1. Any utilized school safety officers and other security personnel are trained annually with the assistance of one or more of the following collaborative relationships:
  - Emergency Responders
  - Regional BOCES
  - District Consultants
  - School Resource Officers
2. Training for school staff working in an incident control capacity may include:
  - Individual and group de-escalation techniques
  - Non-violent conflict resolution skills
  - Peer mediation
  - Health Education Programs
  - 21st Century Professional Development
3. The District may provide de-escalation techniques and nonviolent conflict resolution training to other staff annually. Each building has some staff trained in nonviolent conflict resolution.
4. Training may be available during staff development sessions, on conference days and via on-demand web-based training modules.
5. Procedures relating to building security including utilization of staff and security equipment are as follows:
  - All authorized staff members are expected to carry their classroom/office keys/swipe cards at all times.



- All staff members are expected to wear District-issued photo identification badges.
  - After the designated start time of the school day, each school will be appropriately secured.
  - All visitors must report to each building's designated single point of entry and sign in before proceeding further into the building.
  - All contractors assigned to work in any building must first be authorized by the Facilities Department to receive an identification badge, which must be visible at all times when workers are on school property. All deliverables and delivery personnel must first be authorized by the Facilities Department, prior to delivery. An exception for regular food service deliveries may be made after the vendor has been authorized for the school year.
6. The District continually investigates other security measures and conducts staff development training to ensure schools are as safe as possible. Security measures include:
- Security personnel
  - Surveillance cameras
  - Door-lock (buzzer) entry systems
  - Portable Radios
  - Alarm Systems
  - Keypad or swipe entry systems
  - Single or limited points of entry

## **IMPROVING COMMUNICATION WITH STUDENTS**

Each of the schools within the district provides a wealth of school safety-related initiatives. These programs may include peer mediation, bullying prevention, conflict resolution, social skills development, managing emotions and components of character education. Students are involved in a wide variety of safety activities through both their classes as well as through work with school counselors, social workers, and school psychologists. School administrators will meet with students during the year and the teachers will update students on all new initiatives and programs.

The School District's Code of Conduct is accessible to parents and students and reviewed with all students in the beginning of the school year. During the review with students, bullying, discrimination, harassment and violations of the Code of Conduct, along with consequences are discussed.

All staff members are trained in recognizing and effectively dealing with these behaviors, as outlined in the Code of Conduct.

In addition, each school has a wide range of programs and supports that impact school safety. These may include offering a variety of clubs, classroom lessons, small group lessons and/or individual counseling sessions, school-wide meetings, morning meetings in classrooms, assemblies, mindfulness rooms, yoga and movement breaks, and a variety of wellness opportunities.

## **REPORTING THREATS OR ACTS OF VIOLENCE**

Students, staff, parents and others are informed annually about the importance of reporting threats or acts of violence and the procedures of reporting.

The District has developed a system for reporting threats and actual acts of violence. The procedure for reporting is as follows:

1. Students are instructed to report threats and acts of violence to staff members.
2. Each school has designated a reporting process, which can be done anonymously.
3. Staff members are required to report all student referrals to the administration for investigation.
4. Staff training programs meet S.A.V.E. requirements. Instruction on issues of school safety is provided to all employees each year.

## **TRAINING, DRILLS AND EXERCISES**

The District will conduct emergency management drills and exercises annually including, but not limited to:

### **EVACUATION AND LOCKDOWN DRILLS:**

Evacuation and lockdown drills will be conducted during school days in each school within the District with staff and students twelve (12) times annually (September – June). The first eight (8) drills are conducted prior to December 31<sup>st</sup> of each school year. Eight of all such drills shall be evacuation drills. Four of all such required drills shall be lockdown drills. The appropriate Fire Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding effective building evacuation in the event of a fire. The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the lockdowns drills and offer feedback regarding the effectiveness of these drills. Drills shall be conducted at different times of the school day with at least one of the eight required evacuation drills occurring during a mass gathering event such as lunch or an assembly.

### **Early Dismissal Drill:**

The District will conduct an Early Dismissal drill annually wherein students are dismissed early from each school. Parents will be notified of these drills well in advance. Transportation Officials and District staff may also take part in conducting and evaluating these drills.

### **Shelter-in-Place Drills:**

Each school in the District will conduct at least one (1) Shelter-in-Place Drill annually utilizing Shelter-in-Place protocols. The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding the effectiveness of these drills.

In addition to post-drill debriefings conducted by each Building-Level Emergency Response Team, each building will complete a drill evaluation form that will be submitted to the *District-Wide School Safety and Emergency Management Team* for periodic review.

Each Building-Level Emergency Response Team and representatives of the District administration engage in tabletop exercises facilitated by the district's emergency management consultant. Emergency response agencies are encouraged to participate in these exercises. The district may opt to conduct functional exercises with emergency response agencies to involve staff, students and parents in realistic drills.

### **STAFF DEVELOPMENT TRAINING:**

All general staff will receive training on District-wide procedures as well as specific procedures contained within their respective building-level emergency response plan. This training shall occur prior to September 15th of each school year or within 30 days of joining the district. This training will be conducted at a staff development day in August, online or a combination of both.

The District will provide advanced training for each Building-Level Emergency Response Team (B.E.R.T.) and District-wide Safety Team annually. The training will include practices and procedures to educate, evaluate, update and review all Emergency management protocols and procedures the teams perform including, but not limited to Lockdown, Lockout, Evacuation, Shelter-In-Place, Hold-in-Place and Early Dismissal. The District may involve local emergency responders to participate in this training.

Additional training may include but is not limited to:

- De-escalation training
- Warning signals for violence and mental health concerns
- Non-violent conflict resolution

## **PROACTIVE BUILDING SECURITY MEASURES**

1. The District buildings use limited points of entry. All doors are locked. Signs are in place directing visitors to sign-in at the reception desk at each school. Main doors are controlled by remote “buzzer” entry during normal school hours.
2. All schools have greeters or office staff members just inside the entrance to each school in the District. These individuals ensure visitor sign-in procedures and help supervise building traffic flow. The building principals are responsible for supervision of the greeters and other staff.
3. Staff members are required to wear visible identification badges.
4. Visitors are required to sign in and wear visitor identification.
5. Visitor access is limited to specific areas of the school building.
6. All schools have cameras in place throughout the building both internal and external.

## **VITAL EDUCATIONAL INFORMATION**

Information on each building’s student and staff, transportation needs, and the telephone numbers of key officials are outlined in each Building-level Emergency Response Plan.

## **EARLY DETECTION OF POTENTIALLY DANGEROUS BEHAVIOR**

This section contains the District policy and procedure for disseminating information regarding early detection of potentially dangerous behavior.

1. A “plain language” summary of the District’s Code of Conduct is provided to all students in the District at the start of every school year to ensure that all students understand acceptable behavior in the school setting. The Code of Conduct delineates, among other behavior, lack of tolerance for harassment, discrimination, bullying and violence.
2. A “plain language” summary of the District’s Code of Conduct is mailed or emailed to all parents/guardians of students in the District at the start of each school year, and is disseminated at the time of registration thereafter.
3. All new employees will be provided with a copy of the Code of Conduct at the time of hire. All teachers and other staff members will be provided with a copy of the Code of Conduct annually.
4. Efforts are made on the building level in each of the District’s schools to identify, prevent, and resolve potentially dangerous behavior at the earliest possible stage. Teams meet regularly in each building in order to work with classroom staff in identifying and preventing potentially dangerous behavior. School counselors, school psychologists, school social workers, nurses, outside agencies (when appropriate),

administrators, teachers, parents/guardians and students may be involved in this process.

5. District students at all grade levels participate in instruction guided by evidence-based violence prevention/intervention programs. Elements of these programs support students in identifying potentially violent or problematic situations with peers and in developing strategies to address these such as reporting to an adult.
6. Secondary health curricula incorporate information regarding emotional health, the impact of drugs and alcohol on an individual's behavior, and on responsible decision-making.
7. Each of the District's school psychologists/social workers may facilitate counseling groups for identified students around issues related to poor social skills development, managing emotions, and good decision-making.
8. Certified and noncertified staff members working with students who have been identified by the Committee on Special Education as being at-risk for engaging in violent behaviors receive annual training in crisis prevention and intervention.
9. The District may work in collaboration with building-level and District-wide PTAs to offer parents/guardians information regarding early-warning signs of potentially dangerous and/or violent behavior, as well as a forum to discuss specific parental concerns.

## **POLICE AGENCIES**

The District buildings fall within the jurisdiction of the following police departments:

Agency	Phone Number
<b>Tuxedo Police Department</b>	<b>Emergency- 911</b>  <b>Non Emergency- (845)-615-0893</b>
<b>Orange County Sheriff's Department Goshen</b>	<b>(845)-291-4033</b>
<b>New York State Troopers Troop F Haverstraw</b>	<b>(845)-364-0200</b>
<b>New York State Troopers Monroe</b>	<b>(845)-782-8311</b>

## **HAZARD IDENTIFICATION**

## **IDENTIFICATION OF POTENTIALLY DANGEROUS OR HAZARDOUS SITES:**

Each school will identify and locate areas of potential emergencies in and around its building. The Director of Facilities and building custodians will locate these sites.

1. These sites are to include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-off valves. Local fire department personnel have and will continue to participate in these efforts.
2. These sites of potential emergencies will be listed in each Building-level Emergency Response Plan supplied to police, fire, emergency management services, and District personnel.
3. Potentially dangerous sites indicated below that are contained within school property and under the jurisdiction of the school district, will be checked regularly and inspected by building safety personnel on a regular schedule, at least annually. They include but are not limited to:
  - Electrical panels/shut-off
  - Gas lines/shut-off
  - Gas appliances
  - Heating plant
  - Sewage system
  - Structural failure
  - HVAC
  - Water supply/shut-off
  - Chemical storage and cleaning supplies
  - Paper supply storage
  - Industrial arts room
  - Science rooms and labs
  - Isolated areas near the school
  - Nearby aqueduct, streams, ponds, rivers (flooding)
  - Steep areas near school
  - Unprotected exterior gas/electric, air conditioning supplies or equipment
  - Playground equipment

## **SCHOOL SAFETY PERSONNEL ALLOCATIONS, HIRING, DUTIES, AND TRAINING**

## **PRIVATE SECURITY AND SCHOOL RESOURCE OFFICERS**

This plan includes contracts or memoranda of understanding that define the relationship between the district, personnel, students, visitors, law enforcement, and public or private security personnel. These contracts or memoranda are consistent with the Code of Conduct, and define the roles, responsibilities, and involvement in the schools of law enforcement or security personnel. The role of school discipline is delegated to school administration. All law enforcement agencies and private security receive the necessary training to enhance the school district security.

District Memorandum(s) of Understanding related to this section are maintained in the District office.

## **ALLOCATIONS**

1. At the Elementary level, there is a single point of entry for visitors at each building and visitors to the school must be buzzed into the building, sign in and receive an identification badge issued by a safety greeter. Staff in the building all wear district-produced identification badges which must be worn at all times. Staff is trained to report to the main office any person they observe who is not wearing a badge. In addition, an SRO and safety personnel are assigned to areas throughout the building.
2. At the High School and Middle School level, there is a single point of entry for visitors, which is staffed during normal school hours by one of several staff members or safety personnel assigned to the High School. Visitors to the school must be buzzed into the building, sign in and receive an identification badge issued by a safety greeter. Staff in the building all wear district-produced identification badges, which must be worn at all times. In addition, an SRO and safety personnel are assigned to areas throughout the building.

## **HIRING**

The interviewing and hiring of safety personnel follows the district's practices for hiring of new staff. All new staff employed by the District must be fingerprinted in order to be employed.

## **DUTIES AND TRAINING**

### **Greeters**

- contracted personnel at each school building
- buildings are staffed during regular school hours

- primarily responsible for enforcement of the visitor protocols
- report unlawful activity
- provide escorts for parents and students when needed
- members of building-level emergency response teams

### **School Safety Deputy**

- staffed at select elementary, both middle schools and high school
- actively monitor the building and support the staff with student safety and traffic
- check that school procedures are being adhered to
- guide the arrival and dismissal processes
- perform perimeter checks
- report unlawful activity
- escort students (if needed)
- members of building-level emergency response team
- former military or law enforcement
- staffed during regular school hours at the school as well as for special events in the evening and on weekends
- enforce our visitor policy as well as actively monitor the building and support the staff with student safety and traffic.
- provide security and enforcement
- liaison to outside resources in the event of an emergency
- control automobile traffic patterns throughout the day.

### **REQUIRED TRAINING INCLUDES:**

- School violence prevention and intervention training
- Site-specific training including review of all manuals (e.g., school district policies, Code of Conduct, District-wide School Safety Plan, School Handbook, etc).
- Right-to-know training
- Blood borne pathogen training

## **SECTION III: RESPONSE**

### **NOTIFICATION AND ACTIVATION - INTERNAL AND EXTERNAL COMMUNICATIONS**

#### **INTERNAL**



After receiving the information from the Incident Commander at the scene, an email will be sent from the Superintendent's office to all administrators and administrative offices alerting them to the nature and status of any incident in the district. The mass communication system may be used to provide information as deemed appropriate by the Incident Commander. Portable radios will also be used when possible.

## **EXTERNAL**

Anyone with knowledge of an emergency event is encouraged to immediately call 911.

The District's mass communication system will be used to provide information to parents/guardians and emergency contacts. The District website may also be used to provide updated information throughout an incident as deemed appropriate by the Incident Commander. Schools may also use their websites, groups, and hotlines for announcements or updates as directed by the Incident Commander.

When an emergency requires notification of staff, the Superintendent or his designee will provide updated information to parents and students through the emergency notification system. Additional information may also be found on the District's website: <https://www.tuxedoufsd.org/>

During an emergency, all contact with the media will be handled either by the Superintendent or their designee. The media and public will be informed and updated as soon as practicable on all developments in statements released by the Superintendent or their designee. Students, staff and parents should refer all questions and requests for information to the Superintendent in order to assure the release of factual and current information. The Superintendent may refer such requests to the Public Information Officer for response.

By definition, emergency events are unforeseen and unpredictable. The safety of students and staff is the primary focus of all activities surrounding an emergency event. Every effort will be made to contact parents and the general public once the situation has stabilized.

## **SITUATIONAL RESPONSES**

### **MULTI-HAZARD RESPONSE**

In the event of an emergency, a Command Center will be set up at a safe location in collaboration with emergency responders. Each building has specific plans for dealing with a wide range of hazards. Specific response procedures are sensitive in nature and therefore are contained within each confidential building-level emergency response plan.

In each emergency, the building's administrator will contact the District office for assistance. The District office will provide support as appropriate and deemed necessary by the Incident Commander on the scene (i.e. sending additional mental health resources). The Superintendent or their designee will be the sole contact person for releasing information to the media and for communicating the status of the emergency with other District schools, out-of-district schools, private schools, and outside agencies.

## **RESPONSE PROTOCOLS**

### **School Cancellation**

- The Superintendent or their designee will monitor any situation that may warrant a school cancellation and will make the determination to do so.
- The Public Information Officer will activate use of the District's mass communication system.
- The Public Information Officer will contact the local media, post the information on the website and social media sites utilized by the District.

### **Early Dismissal**

- The Superintendent or their designee will monitor any situation that may warrant an early dismissal and will make the determination to do so.
- The Operations Chief will designate people to arrange transportation for students.
- The Public Information Officer will activate use of the District's mass communication system.
- The Public Information Officer will contact the local media, post the information on the website and social media sites utilized by the District.
- The Liaison Officer will notify each of the building principals.

### **Evacuation**

- The Superintendent or their designee will determine the level of the threat.
- The Superintendent or their designee will contact the transportation supervisor to arrange transportation. They will also arrange for student-parent reunification.
- The Safety Officer will clear all evacuation routes and sites prior to evacuation
- Principal(s) will evacuate all staff and students to prearranged evacuation sites as outlined in building plans. They will report to the superintendent or their designee any missing staff or students.

### **Sheltering Sites (Internal and External)**

- The Superintendent or their designee will determine the level of the threat and communicate with building principal(s) who are affected by the emergency.
- Principal(s) will move all staff and students to pre-arranged sheltering sites as outlined in building plans. They will report to any missing staff or students.
- The Logistics Chief will make appropriate arrangements for human needs in the event of a long-term situation.

### **Protocols for Responding to Bomb Threats, Hostage-takings, Intruders, Abduction, and Other Emergency Situations**

The District has procedures and provides training for emergencies. Specific response steps are confidential and contained within each Building-level Emergency Response Plan. Emergencies include but are not limited to the following situations:

- Abduction
- Armed Intruders / Active Shooters
- Bomb Threats
- Early or Alternate Emergency Dismissal
- Explosions
- Fires
- Hazardous Material Incident
- Homeland Security Threats
- Hostage Situations
- Infectious Disease
- Severe Weather
- Student-Made Threats
- Suicidal Students
- Suspicious Package Protocol
- Suspicious Persons

### **RESPONSES TO IMPLIED OR DIRECT THREATS OF VIOLENCE**

1. Students are required to inform school staff about any direct or indirect threat of violence or actual act of violence to themselves, others or school property.
2. Staff members are required to immediately inform the Principal or their designee of any direct or implied threat of violence or actual act of violence by students, teachers, or other school personnel including bus drivers and monitors as well as visitors to the school, including threats by students against themselves, which shall include suicide. The Principal or their designee decides whether to utilize the building's trained clinician(s) in an effort to de-escalate or defuse the situation.

3. The district disseminates educational material, including but not limited to emails and formal brochures, encouraging parents and visitors to tell school staff about any direct or implied threat of violence or actual acts of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves.
4. After considering the specificity/generality of the threat or severity of the violent act, the Principal or their designee will determine whether to immediately contact the Superintendent of Schools or the Assistant Superintendent to advise them of the threat, obtain assistance to determine the severity of the threat or report the violent act. The Principal will have the discretion to report minor incidents to the Superintendent verbally and/or in memorandum form after the situation has been resolved.
5. Each building has the availability of a Threat Assessment Team. This is a multi-disciplinary team that uses a nationally recognized evidence-based model to evaluate threats and implement the necessary mitigation steps to help prevent a threat from escalation to an act of violence.
6. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the District's Code of Conduct. Chronic offenders may require a behavior plan or contract, close monitoring, and/or police involvement.

## **PROTOCOLS FOR A PUBLIC HEALTH EMERGENCY**

### **BACKGROUND**

In September 2020, Governor Cuomo signed legislation that requires all New York State public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The new legislation will constitute New York State Labor Law Section 27-C, and serve as a response to the effects of the sudden onset of the COVID-19 pandemic in the Spring of 2020. In addition to 27-C, the following section was added to 2801-a of the Education Law that required additions to the District Plan.

### **PROTOCOLS**

1. In the event of a state-ordered reduction of the District's in-person workforce, the following is a list of essential employees.

Essential Position/Title	Description	Justification
Building Level Emergency Team	All assigned members to the Emergency Team, as indicated in the BLERP.	As needed for planning if remote not possible

District Level Emergency Team	All assigned members to the Emergency Team, as indicated in the DWSP.	As needed for planning if remote not possible
Cabinet	Superintendent, Business Official, Director of Transportation, Director of Personnel, Director of Technology, Director of Operations and Maintenance	As needed for planning and oversight
Security Team	Superintendent, assigned building monitors, as needed	As needed for building access
Buildings and Grounds Staff	Director of Operations & Maintenance, Building Head Custodians, applicable staff for cleaning, as needed	As needed to ensure health and safety cleaning protocols are followed.
Technology Staff	Director of Technology and full department.	As needed to maintain and assist with remote access via hardware and software
Food Service Staff	Director of Food Service, Sr. Food Service Workers, and necessary staff for meal distribution as needed.	As needed to provide meals to students during remote instruction.
Business Office Staff	Asst. Superintendent for Business, Treasurer, Payroll, Accounts Payable, Purchasing Agent	As needed to ensure business operations continue.
PPS Staff	Asst. Superintendent for PPS, Supervisor of PPS, office	As needed to ensure students' mandated IEP and 504

	staff as needed, Related Service Providers, Counselors as needed to meet student needs	services are met as well as mental health needs of staff and students
Transportation Staff	Supervisor of Transportation, Dispatcher, Mechanics, and bus drivers as needed	As needed to transport students and/or deliver food and supplies

2. To enable all non-essential employees and contractors to telecommute, District staff will be guided by the Tuxedo Union Free School District Reopening Plan that can be found on the District website.
3. In an effort to reduce overcrowding at the worksite:
  - Class schedules may be staggered to a morning and afternoon cohort.
  - In-person days may be staggered by cohorts groups.
  - Follow CDC/Health Department mandates for numbers permitted on site
  - Staff and students may walk or drive a personal vehicle to campus.
  - Staff may be required to arrive on campus prior to students in a staggered work shift or staggered assigned day of work.
  - Employees may be permitted to work remotely.
  - Contractors may not be permitted on campus during school hours.
  - Visitors may not be permitted on campus during school hours.
4. Personal protective equipment (PPE) will be procured and stored:
  - The Facilities Department will maintain an inventory of PPE in accordance with NYS Education Department guidelines, and continually restock the same as needed.
  - Storage of personal protective equipment will be on campus and comply with the manufacturer's storage recommendations for each item.
  - PPE equipment will be readily available, if needed.
5. In the event an employee, student or contractor is exposed to a known case of a communicable disease that is subject to a public health emergency, exhibits symptoms of such disease, or tests positive for such disease, the District will respond as per the Tuxedo Union Free School District Safety Plan
6. All essential employees and contractors will have their hours and work locations documented, including off-site visits, by:
  - All entrances will be locked and monitored by the greeter.
  - All employees will use their access card for entrance which documents their arrival on premises.

- Payroll, attendance, and/or time cards will further document an employee's presence on campus.
- Contractors will sign in with the greeters, and their presence registered in the visitor log book or visitor management system.
- Non-essential visitors will not be allowed on site.

## **RESPONSES TO ACTS OF VIOLENCE**

1. The Principal or their designee will determine whether to contact law enforcement personnel. Threats or actions placing students, staff and others in imminent danger require an immediate LOCKDOWN protocol followed by a call to the police and the District Superintendent (if safe to do so). Violent offenses defined in the S.A.V.E. regulations will also require the involvement of the police.
2. The Principal, and/or their designee then determine the appropriateness of directing the Building-level Emergency Response Team to be activated.
3. The Building-level Emergency Response Team (BERT) consisting of trained staff and school personnel may assist with an Evacuation, Lockout, Shelter-in-Place, Hold-in-Place, or Early Dismissal and will follow the appropriate protocol (see appendices for further information). The Incident Command System (ICS) under the National Incident Management System (NIMS) should be followed as closely as possible to ensure good coordination between the building-level teams, District leadership, and responding agencies.
4. If the threat of violence or danger is imminent, a Lockdown may be utilized. A lockdown is time sensitive and therefore may be requested by any school staff member based on the incident and timely need for the Lockdown. During the Lockdown, all school staff, students, and visitors (including all BERT members) are required to lockdown in the nearest lockable space and await further instruction, or in some situations, evacuate the campus.
5. Procedures for contacting parents, guardians and persons in parental relation to students in the event of a violent incident or early dismissal are detailed in each building-level emergency plan. The use of the District's mass communication system is typically utilized.
6. Aggressively dangerous and violent students, staff or visitors shall be managed as outlined by the procedures detailed in the district Code of Conduct.
7. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the District's Code of Conduct. Chronic offenders may require a behavior plan or contract, close monitoring, and/or police involvement
8. School administrators must keep records of serious threats and acts of violence and report them annually to the state.
9. Prompt contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local

response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in each Building-Level Emergency Response Plan.

10. The district has a zero-tolerance policy for acts of school violence.

## **IDENTIFICATION OF DISTRICT RESOURCES WHICH MAY BE AVAILABLE FOR USE DURING AN EMERGENCY**

District resources are available in each building and stored in a central location. Each building will designate a Command Post. The list, which is not meant to be inclusive, requires the following items:

- Copy of District-Wide School Safety Plan
- Building-level Emergency Plan
- Quick reference Emergency Management Procedures
- List of emergency telephone numbers
- Building floor plans
- Telephones
- Radio communications
- Weather radio
- Flashlights
- Photocopier
- Computer
- Student rosters
- List of individuals with special needs and specific evacuation plans
- Telephone numbers for parents/guardians Information about emergency needs (e.g. students/staff that require medications, vehicular transportation issues, etc.)
- School and staff census information

## **COORDINATION AND SCHOOL DISTRICT RESOURCES AND MANPOWER DURING EMERGENCIES**

The District will, as appropriate, utilize all available manpower during an emergency. Within each building, schools may use the Staff All Call response protocol, that quickly summons all available staff members to a staging area for assignments. Coordination of available employees is typically performed by the Principal or their designee. Specific job duties will be assigned based on the type of emergency and in compliance with the appropriate district and building emergency response procedure. Additional district resources may be requested by any building administrator or designee as needed. The Superintendent or their designee will call in all available maintenance and custodial staff to provide support during an emergency as needed. Assistance from outside government agencies may also be requested.



## **PARTICIPATING IN UNIFIED COMMAND UNDER ICS PRINCIPLES**

### **ASSIGNMENT OF RESPONSIBILITIES**

A chain of command consistent with the National Interagency Incident Management System (NIMS)/Incident Command System (ICS) will be used in response to an emergency. Members of the School, Emergency Response Team, will be part of this system. In the event of an emergency, the response team will adopt NIMS/ICS principles based on the size, scope, and character of the emergency.

1. All administrators and Building-level Emergency Response Teams members shall complete the incident command training level one.
2. All District Emergency Response Team members shall complete incident command training level one and level two.

### **ICS POSITIONS**

The number of ICS positions filled will be dependent upon the scope of the incident.

- Incident Commander – Responsible for the direction of the building response in a building-level emergency (Building Administrator/designee).
- Public Information Officer – Compiles and releases information to the news media.
- Safety Officer – Monitors the response to prevent injuries from occurring to both those involved in the incident and those trying to resolve it.
- Liaison – Represents the District by working with responding agencies (law enforcement, fire department, EMS, utilities, etc.) and other school districts that may be involved in the incident.
- Incident Log – Keeps a written log of all incident events and updates appropriate command post personnel on significant developments.
- Operations – responsible for directing the implementation of action plans and strategies for incident resolution.
- Logistics – Responsible for providing all resources (personnel, equipment, facilities and services) required for incident resolution.
- Planning/Intelligence – Responsible for collecting, evaluating, and disseminating the information needed to measure the size, scope and seriousness of an incident and to plan a response.

- Administration/Finance – Responsible for all cost and financial matters related to the incident.

### **DISTRICT COMMAND POST (DCP):**

Unless otherwise specified, The DCP will be located in the Central Administrative Offices. If necessary, the command post may be moved to an alternate site including the transportation facility and even non-district-owned buildings.

### **POTENTIAL ICS EMERGENCY SITES:**

Building	Uses
Tuxedo Union Free School District-Business Office	Command Center Public Information Center Communications Center
George F Baker Middle/High School	Shelter in Place Staging Area(s)
George Grant Mason Elementary School	Shelter in Place Staging Area(s)

## **SECTION IV: COMMUNICATION WITH OTHERS**

### **OBTAINING ASSISTANCE DURING EMERGENCIES FROM EMERGENCY SERVICE ORGANIZATIONS AND LOCAL GOVERNMENT AGENCIES**

1. The district continues to work closely with local police, fire, EMS, and governmental agencies to obtain assistance during emergencies. Representatives helped in the development of this plan, have assisted in emergency drills, and provided technical assistance. Providers have given approval to the district to rely on local personnel, resources, and facilities in emergency situations.
2. The district maintains an updated list of local, county, and state agencies and personnel to contact to obtain assistance. The superintendent or their designee will initiate the contact when needed.

## **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**

1. The district maintains an updated list of local and county emergency organizations, agencies, and government officials responsible for implementation of Article 2-B of the Executive Law. The superintendent and their designee will initiate the contact when needed. The Incident Commander will call 911 with specific information (type of emergency, location, number of people affected, directions, etc.) The local agencies (police, fire, ambulance) will respond first. Local agencies that respond will contact county, state and federal agencies if necessary, or if a disaster is declared will invoke Article 2-B.
2. Post-incident response coordinated through local and country agencies (Red Cross, United Way agencies, mental health resources).
3. The key officials in local government that can help to develop plans and assist in emergency situations as listed in emergency situations are listed in Appendix 4. Key government agencies are listed below:
  - Orange County OEM
  - Orange County Sheriff's Department
  - New York State Police
  - Tuxedo Police Department
  - Tuxedo Fire Department
  - Tuxedo Ambulance Corp.

## **CONTACTING PARENTS, GUARDIANS OR PERSONS IN PARENTAL RELATION TO THE STUDENTS OF THE DISTRICT IN THE EVENT OF A VIOLENT INCIDENT OR AN EARLY DISMISSAL**

In the event of violent incidents or crises, or an early dismissal of students, every effort will be made to notify parents. A message will be sent out as appropriate for the situation using various formats available (phone call, email and/or text message). As soon as practical, the Superintendent or their designee shall activate the emergency notification system that will provide relevant information. Parental notification procedures for a student involved in disciplinary situations shall be consistent with the Code of Conduct and New York State law, and shall be presented clearly and concisely to staff and students each year.

When a student is involved in any violent situation, or an implied or direct threat of violence by such student against themselves, including suicide, parent or guardian shall be contacted as soon as practicable. Administration shall utilize school mental health resources when necessary.

It is the responsibility of all parents and guardians to ensure that emergency contact information for students is always up-to-date and complete.

## **SECTION V: RECOVERY**

### **CONTINUITY OF OPERATIONS**

This district maintains continuity of operations at both the district and building-level to ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of instruction. Specific continuity plans are contained within each Building-level Emergency Response Plan.

### **CONTINUITY OF INSTRUCTION**

The District offers a suite of online instructional tools that can be used to support remote instruction and communication. General instructional tools for communicating with students include online services including:

- Google Drive with shared folders
- GSuite (Docs, Sheets, Slides, Forms, Classroom, Sites)
- Gmail/Microsoft Office 360

Detailed grade-specific remote instructional procedures are contained within each building-level emergency plan.

*Note: The local public Library online resources are available remotely and can be accessed by students who have a library card.*

### **REMOTE LEARNING FOR EMERGENCIES**

*Tuxedo UFSD*

**Emergency Remote Instruction Plan Appendix**  
**District-wide School Safety Plan (DWSSP)**  
**Required for the 2023-2024 School Year**

This *Emergency Remote Instruction Plan Appendix* is being shared with the AESHP has been created by the Tuxedo Union Free School District.

### **Emergency Remote Instruction Plan (beginning 2023-2024)**

*This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities*

### **INTRODUCTION**

The Tuxedo Union Free School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan.

### **BACKGROUND INFORMATION**

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner’s regulations define the term “remote instruction.” This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

### **REMOTE INSTRUCTION**

The Commissioner's regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

### **UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES**

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day ([NYSED Part 175.5](#)).

The Emergency Remote Instruction Plan shall identify various ways in which 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 teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

### **ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)**

The Tuxedo Union Free School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the [SchoolTool database](#). When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

### **Tuxedo Union Free School District EMERGENCY CLOSURE REMOTE LEARNING PLAN**

<b>POLICIES</b>	The plan adheres to guidance set forth in Board of Education policies
<b>INTERNET AND DIGITAL DEVICE ACCESS</b>	<p>The school district provides all students in grades PK-12 access to a personal computing device <a href="#">Chromebook/iPad</a>. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.</p> <p>The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p>

	<p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
PEDAGOGY	<p>All teachers in grades PK-12 will use <a href="#">Google</a> as their primary instructional platform.</p> <p>Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach <b>may include a combination of:</b></p> <p><b><u>Synchronous “Live” Instruction</u></b> - Using <a href="#">Google Classroom</a> along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model.</p> <p><i>Teachers will make personal connections with all students during scheduled class times via <a href="#">Google Classroom</a>. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</i></p> <p><b><u>Asynchronous “Flipped” Instruction</u></b> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion. These activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p><b><u>Authentic Independent Instruction</u></b> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.</p>
STUDENT EXPECTATIONS	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <ul style="list-style-type: none"> <li>All students are expected to practice appropriate digital etiquette and responsible behavior during their scheduled “Google Classroom”:             <ul style="list-style-type: none"> <li>Mute yourself on meets as directed by your teacher</li> <li><b>Cameras are to be kept on during classroom meets</b> unless directed or permitted specifically by your teacher to do otherwise.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable.</li> <li>Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms.</li> </ul> <p>If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
<b>DAILY SCHEDULE</b>	<p>The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. If needed, Academic Intervention Services (AIS) will be added to a student's schedule based on academic performance. Teachers assigned to provide AIS will also be available during these scheduled blocks of time as per the student's schedule.</p>
<b>COMMUNICATION PROTOCOL: INTERVENTION</b>	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.</p>
<b>SPECIAL SERVICES</b>	<p>School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. Please contact the District Student Services Department for further information on the "lens of reasonableness".</p>
<b>NON- INSTRUCTIONAL SERVICES</b> <ul style="list-style-type: none"> <li><b>TRANSPORTATION</b></li> <li><b>FOOD SERVICE</b></li> <li><b>MAINTENANCE</b></li> <li><b>CUSTODIAL</b></li> <li><b>CLERICAL/ ADMINISTRATIVE SUPPORT</b></li> </ul>	<p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p>

### NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;

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

### **INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS**

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

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

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

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A district remote instructional day is the same number of hours as an in-person instructional day. At the Tuxedo UFSD a full instructional day for grades K-12 is 6 hours and 50 minutes. For Pre-Kindergarten students it is 6 hours. The actual hours of the instructional day shall be discussed each spring during building council.

1. Grades K-12: 6 hours, 50 minutes X 3 days = 20 hours, 30 minutes
2. Grades Pre-Kindergarten: 6 hours, X 3 days = 18 hours
3. **For a district-wide estimated total of 38 hours, 30 minutes]**

## **TRANSPORTATION**

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.

## **REPORTING**

### **IMMEDIATELY**

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

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

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

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

### **ANNUALLY BY JUNE 30<sup>th</sup>**

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

## END OF THE SCHOOL YEAR

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

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

## **BOARD OF EDUCATION APPROVAL**

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

## **SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION**

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

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

**Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs**, should follow the same guidance and expectations as classroom teachers in regards to pedagogy, content, class meetings, and flexibility.

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

**Related service providers** are to provide "tele-therapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in

regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support.

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

## **DISTRICT SUPPORT FOR BUILDINGS**

When the Chief Emergency Officer is notified that an emergency exists, he/she will respond accordingly.

Members of the District Safety Team will assist as needed either at their respective Building Command Posts or by responding where directed by the Incident Commander(s). The District Safety Team will assign such other personnel as deemed necessary to meet the needs of the situation.

The District Safety Team members will remain at their assigned posts until the Incident Commander(s) has determined that the emergency is over, or it is unsafe, or no longer necessary to remain, or need to relocate.

Should the incident involve a single building, at the discretion of the District Safety Team leader in consultation with that building's administrators and Building Emergency Response Team (BERT), other school buildings may be called to support the Building Emergency Response Team in that building.

Should the incident involve multiple buildings, at the discretion of the District Safety Team leader, in consultation with building administrators, additional mental health support from the County Crisis Team and local area hospitals may be solicited to support the Emergency Response Teams in the affected building(s).

In any case, a "debriefing", or post-incident analysis, will be facilitated by the District Safety Team. This process will include a review of the actual incident, the Team's response to the incident, and post-traumatic incident debriefing.

District clinicians (or, mental health professionals from outside agencies if they have been involved) will provide ongoing as-needed support to the Team members, and will monitor post-traumatic stress symptoms in team members. As appropriate, team members may be provided with a referral to EAP and/or with information regarding private mental health providers in the area.

Principal(s) are expected to consult with the District Public Information Officer in composing letters to parents following any emergency. The District's Public Information Officer will assist in sending mass communication messages to affected groups. The District's Liaison Officer will communicate with outside agencies, such as the County Health Department, to provide necessary services following any emergency.

### **DISASTER MENTAL HEALTH SERVICES**

The District Liaison Officer will communicate with outside agencies, such as the County Health Department, to provide necessary mental health services following any emergency. District mental health providers may be temporarily reassigned to assist in the recovery process.