

OWEN D. YOUNG CENTRAL SCHOOL DISTRICT-WIDE SCHOOL SAFETY PLAN 2023-24

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

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in School (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools. This document describes the process used by the district in developing this school's safety plan; including any strategies such as community or student involvement and collaboration. The district may describe the data or process used for needs assessment and implementation of the plan to meet the individual needs of the district, in keeping with the intent of Project SAVE.

The Owen D. Young Central School District supports the SAVE Legislation and intends to continue to engage in 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 Owen D. Young District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Board of Education, the Superintendent appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of School Team

The Owen D. Young District has appointed a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations; school safety personnel; and, other school personnel. The members of the team and their positions or affiliations are as follows:

MEMBER'S NAME	TITLE
Brennan M. Fahey	Superintendent
Cory Pike	Assistant Principal
Fred Seifried	Business Manager
Wanda Armstrong	Assistant to Superintendent
Quendryth Marshall	Board President
Kit Hutchinson	President of Teachers Association
Christine Tucker	Teacher
Suzanne Giachetti	School Nurse/parent
Rob Walker	Facilities Director
Michael Tasovac	School Resource Officer
Alicia Soper	Counselor
Mary Dieffenbacher	School Psychologist

C. Concept of Operations

- The Owen D. Young District-wide School Safety Plan is directly linked to our Building-level Emergency Response Plan which contains additional information that is not accessible to the public for security reasons. Although the District is considered a single instructional building, additional plans and/or procedures will be established for the Teacherage, the Business Office, and separate elementary and secondary areas as necessary. Elements of the district-wide plan including staff development, drill and exercises and response actions will be developed as appropriate to the student population in each of these areas. The Building-level Emergency Response Plan is found in Appendix 2.
- The district-wide plan has been developed based on the State Education sample outline in the Project SAVE guidance document and resources provided by the Oneida-Herkimer-Madison BOCES Safety Office. The members of the District-wide School Safety Team listed above have reviewed and revised this document to meet the needs of the district and have addressed feedback from staff, students, and members of the community in its development and maintenance.

- In the event of an emergency or violent incident, the initial response to all emergencies will be conducted by the School Emergency Response Team utilizing those members who are appropriate to the location and scope of the emergency. The Superintendent will be notified of all emergencies. His or her designee, will then notify local emergency officials as needed.

D. Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), this plan (minus Appendix 2) will be made available for public comment at least 30 days prior to its adoption. The district-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.
- This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available at the District Office at Owen D. Young Central School.

Section II: Risk Reduction/Prevention Strategies

A. Program Initiatives

The district has established the following programs and activities for improving communication among students and between students and staff and to facilitate the reporting and evaluation of potentially violent incidents:

- Non-violent conflict resolution training programs,
- Peer mediation programs,
- Extended day and other school safety programs,
- Youth-run programs,
- Creating a forum or designating a mentor for students concerned with bullying or violence,
- Establishing anonymous reporting mechanisms for school violence, and
- Threat Evaluation Team

The District will conduct emergency response training for staff and students by reviewing procedures appropriate to hazardous situations including those that are weather-related, criminal in nature, environmental, or failure of a building system. The procedures will be explained and practiced in a variety of ways including early go-home drill; live drill; and Emergency Management Team exercise.

- When appropriate, and at the discretion of the District-wide Team, the district will coordinate drills and/or exercises with local and county emergency response and preparedness officials. The following drills and/or exercises will be conducted in the 2021-2022 school year:

DATE	Time	DESCRIPTION OF DRILL/EXERCISE

- Attached is a description of duties for school safety personnel acting in a school security capacity. Included are copies of any collaborative agreements made by the district with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained, including training to de-escalate potentially violent situations.

Refer to Attachment – School Crisis Team Procedures

Refer to Attachment – American Red Cross Mass Care Facility
Information

Implementation of School Security

- The district has conducted a security review of the facility with the assistance of local law enforcement and/or the Oneida-Herkimer-Madison-BOCES Safety Office, and has determined that the following security measures should be adopted where appropriate: entrance guard; hall monitor; visitor badge/sign-in procedure; video surveillance; resource officer; security audit; and random search.

Vital Educational Agency Information

- In an emergency, the Superintendent may be responsible for contacting other educational agencies in the district. The following chart contains information about each educational agency located in the school district, including: school population, transportation needs, and the business and home telephone numbers of key officials of each such agency.

SCHOOL	CONTACT	PHONE #	# OF PUPILS	NEEDS
BOCES Preschool (housed at ODY)	Mrs. Christina Ostrander (Teacher) TBD (Assistant)	(315) 858-2221 ODY Preschool	14	Transportation

B. Early Detection of Potentially Violent Behaviors

The District recognizes that the most current data cautions against profiling students who have the potential for violence; however, it also acknowledges the need to identify youth at risk and to provide the necessary support services to all students, beginning at an early age. The District, therefore, will maintain resources on the early detection of potentially violent behaviors, maintain a team of qualified staff to evaluate threats and other potentially violent behaviors, and train all staff in how to identify early warning signs in students and in early intervention/prevention strategies.

C. Hazard Identification

The District has identified the following sites of potential emergency or potential emergency situations:

SITE/SITUATION
Instructional buildings
Business Office
Athletic fields
Swimming pool
Nature trail
Buses

Off-site field trips
Playground areas
Roadways

Section III: Response

A. Notification and Activation (Internal and External Communications)

- In the event of a violent incident, the Superintendent/Building Principal will contact appropriate law enforcement officials through the 911 system. A list of local law enforcement agencies and those individuals who are authorized to contact the law enforcement agencies is included in the appendix of the Emergency Response Plan.
- In the event of a disaster or an act of violence, all educational agencies within the school district will be notified using one or more of the following mechanisms:

Telephone	Intercom
Fax/Email	Local Media
District Radio System	NOAA Weather Radio

In the event of an emergency, or impending emergency, the district will notify all principals/designees of facilities within the district to take the appropriate action.

- Parents, guardians or persons in parental relation to the students will be notified in the event of a violent incident or an early dismissal by means of local media in some instances, or by using emergency contact cards provided by parents, which are updated at the beginning of each school year.

B. Situational Responses

Emergency Response

The District's emergency response plans are outlined in the Building-level Emergency Response Plan for security reasons. They include the following situations:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosive/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Incident	Radiological
Gas Leak	Epidemic

Responses to Acts of Violence: Implied or Direct Threats

The District has established the following strategies for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school: The Building-level plan includes specifics to potential emergency situations which would require these responses.

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal of implied or direct threat.
- Determine level of threat with Superintendent/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.

The district will provide training to assist personnel in de-escalation techniques and/or identification of early warning signs of potentially violent behavior as part of the required staff development program.

Acts of Violence

In the event of an act of violence by students, teachers, other school personnel or visitors to the school, the District will implement the procedures outlined in the Building-level Plan. The following types of procedure(s) have been considered:

- Determine level of threat with Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform Building Principal/Superintendent.
- If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

The District's responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings are included in the Building-level Plan. The following protocols are provided as examples:

- Identification of decision-makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary

- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

Arrangements for Obtaining Emergency Assistance from Local Government

- In an emergency, the Superintendent/Designee will contact the 911 center for fire, law enforcement, or EMS response.
- On occasion, the Superintendent/Designee may need to contact the highest-ranking local government official for notification and/or assistance.

Procedures for Obtaining Advice and Assistance from Local Government Officials

The District will contact the County Emergency Management office for advice and assistance for implementation of Article 2-B of the Executive Law. A list of emergency response agencies including the Red Cross, fire department, police, mental health services, hospitals, private industry, private individuals, and religious organizations is included in Appendix 3; Procedures in the Event of a Crisis (Page 13).

District Resources Available for Use in an Emergency

During an emergency, the District has the following resources available:

EQUIPMENT	LOCATION
School Buses	On-Site
Fire-Evacuation Alarm w/ Battery Back-up	All Buildings
Cafeteria w/ Food Supply	Main Campus
Water Resources: Otsquago Creek	On-Site
Swimming Pool	On-Site
Fire Hydrants	On-Site
Elevators/Lifts for Handicap Evacuation	Main Campus

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

The following persons are available to assist in the event of an emergency:

NAME	ROLL, SKILL, OR ASSIGNMENT
Brennan M. Fahey	Chief Executive
Cory Pike	Assistant Principal, First Aid – CPR (Certified Trainer)
Suzanne Giachetti	Registered Nurse
Alicia Soper	Student Intervention
Drussila Relyea	Assist Special Needs Students
Denise Hayes	Assist Special Needs Students
Wanda Armstrong	911, Parent, Media Facilitator
Tonya Toner	Cafeteria
Fred Seifried	Business Manager
Michael Tasovac	School Resource Officer
Mary Dieffenbacher	Student Intervention

Protective Action Options

The following actions will be considered in the event of an emergency as appropriate:

- School cancellation prior to opening
 - Early dismissal
 - Evacuation
 - Sheltering
- School cancellation
- Monitor any situation that may warrant a school cancellation
 - Make determination
 - Contact local media
- Early Dismissal
- Monitor situation
 - If conditions warrant, close school
 - Contact Transportation Supervisor or arrange transportation
 - Contact local media to inform parents of early dismissal
 - Set up an information center so that parents may make inquiries as to the situation
 - Retain appropriate district personnel until all students have been returned home
- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)

- Determine the level of threat
- Contact Transportation Supervisor to arrange transportation
- Clear all evacuation routes and sites prior to evacuation
- Evacuate all staff and students to pre-arranged evacuation sites
- Account for all student and staff population. Report any missing staff or students to the Building Principal
- Make determination regarding early dismissal
- If determination was made to dismiss early, contact local media to inform parents of early dismissal
- Ensure adult supervision or continued school supervision/security.
- Set up an information center so that parents may make inquiries as to the situation
- Retain appropriate district personnel until all students have been returned home

➤ **Sheltering sites (internal and external)**

- Determine the level of threat
- Determine location of sheltering depending on nature of incident
- Account for all students and staff
- Report any missing staff or students to designee
- Determine other occupants in the building
- Make appropriate arrangements for human needs
- Take appropriate safety precautions
- Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
- Retain appropriate district personnel until all students have been returned home

Section IV: Recovery

A. District Support for Buildings

The District has established Building-level Emergency Response Teams and Crisis Response Teams for both the elementary and secondary programs.

B. Disaster Mental Health Services

- The district office will assist in the coordination of Disaster Mental Health Resources and the implementation of the Crisis Response Team(s) as outlined in the District Crisis Response Team's procedure plan.
- During the recovery phase of the incident, the District will reevaluate its current violence prevention and school safety activities and consider what the school can do to improve its plan.

Section V: Emergency Remote Instruction Plan

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 Owen D. Young CSD 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 Owen D. Young CS 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 district's 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.

OWEN D. YOUNG CENTRAL SCHOOL DISTRICT

EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	<p>The plan adheres to guidance set forth in the following Board of Education policies: AR 5153.1 Emergency Regulation Regarding Student Registration and Attendance; AR 8330.3 Staff Use of District Technology and Student Use of District Technology; <u>5300 Code of Conduct</u>; <u>5300.25 Student Dress Code</u>].</p>
INTERNET AND DIGITAL DEVICE ACCESS	<p>The school district provides all students in grades K-12 access to a personal computing device of a Chromebook or laptop. 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 K-12 will use Google DOCS 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 may include a combination of:</p> <p><u>Synchronous “Live” Instruction</u> - Using Google Meet 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 Google Meet. 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</i></p>

	<p><i>plan but should be the primary mode of instruction and substantial enough to guide learning.</i></p> <p><u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion (i.e. “Flipped Classroom”). These activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p><u>Authentic Independent Instruction</u> - 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"> • All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meets: <ul style="list-style-type: none"> ◦ Mute yourself on meets as directed by your teacher ◦ Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. • 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. • 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. <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>
DAILY SCHEDULE	<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. MS and</p>

	HS teachers must be available for academic support during scheduled classes, study halls and Academic Labs.
COMMUNICATION PROTOCOL: INTERVENTION	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.
SPECIAL SERVICES	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.
NON- INSTRUCTIONAL SERVICES <ul style="list-style-type: none"> • TRANSPORTATION • FOOD SERVICE • MAINTENANCE • CUSTODIAL • CLERICAL/ ADMINISTRATIVE SUPPORT 	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.

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 PreK 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. The actual hours of the instructional day shall be discussed each spring during building council.

For example,

1. Grades K-5: 6 hours
2. Grades 6-8: 6 hours
3. Grades 9-12: 6 hours

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 will be based on real-time information relevant to the

safety of students, staff and vehicles. The Owen D. Young School District will work with associated religious and independent schools as these situations arise to ensure student safety and access to their education.

REPORTING

IMMEDIATELY

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

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

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

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

ANNUALLY BY JUNE 30TH

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

END OF THE SCHOOL YEAR

The school district shall report 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.

Appendix 1:

Listing of all school buildings covered by the District-wide School Safety Plan with contact names and telephone numbers for building staff.

<u>School Building</u>	<u>Contact Person</u>	<u>Phone Number</u>
Main Campus (school)	Brennan M. Fahey Superintendent of Schools	315 858-0729
BOCES Preschool (school) Housed at ODY	Christina Ostrander Teacher	315 858-2221
O.D.Y. Business Office (office)	Fred Seifried	315 858-0336

Appendix 2:

A copy of the Building-level Emergency Response Plan is attached to this plan. Copies of the plan will be filed and accessible in the following locations:

District Office

Superintendent's Office

Business Office

Guidance Office

Physical Education Office

Appendix 3:

Attached are agreements relevant to the implementation of the District-wide School Safety Plan and, where appropriate, Building-level Emergency Response Plan.

Owen D. Young Central School Procedures in the Event of a Crisis

Incident Command System Organization Chart

NYS Emergency Management Contact and Resource Information

American Red Cross Facility Plan

OWEN D. YOUNG CENTRAL SCHOOL PROCEDURES IN THE EVENT OF A CRISIS

- I. When news of a crisis is received, the Superintendent will call the police or family to verify the information.
 - A. If appropriate, inform the family of the school's crisis procedure; ask for their input as to how they would prefer information to be shared. If needed, arrange for notification, transportation, and accommodation of family members at school.
- II. Superintendent will confer with Crisis Team members to determine if crisis plan should be implemented. If a decision is made to implement the plan, the Crisis Team will meet to do the following:
 - Review plan
 - Clarify responsibilities (media, family, liaisons, etc.)
 - Determine who needs to be notified, how, and where
 - Prepare accurate statement of facts to be shared with staff and students
 - Designate counseling center
 - Designate crisis center (with phone access)
 - Notify Board of Education members
 - Contact appropriate resource people (Appendix B)
 - Inform secretaries to refer any crisis-related calls to the Superintendent
 - Plan for staff meeting
 - If crisis occurs during the day, arrange for notification of entire staff and for meeting after school.
 - If after hours, arrange for entire staff meeting next morning (phone tree list: Appendix E).
 - Determine if substitutes are necessary.
- III. Staff Meeting
 - Provide the staff with accurate information and dispel rumors
 - Provide opportunity for staff to express emotion
 - Outline policies and procedures to be followed in subsequent days and weeks

- Identify resources for both students and staff to use in dealing with their grief; arrange for delivery of services
 - Counseling center
 - Resource people
 - Reading materials
 - Agencies
 - Substitutes
- Provide written statement to be shared with students
- Determine if tests or other activities should be postponed
- Ask for names of students and staff most likely to be affected (family members, close friends). Be sure no one is left out. Refer to profile of at-risk students (Appendix C) and guidelines for dealing with student grief (Appendix D)
- Arrange for next staff meeting
- Notify staff of media liaison person

IV. Subsequent Staff Meetings

A. Provide information:

- i. dealing with grief: students, staff, their own
- ii. compile list of at-risk students
- iii. delivery of services
- iv. funeral arrangements and possible release time
- v. meeting with students in small groups, classes

B. Seek feedback to evaluate procedure and provide needed services.

V. Subsequent CRT Meetings

A. Prepare mailing to parents if appropriate

1. include list of resources, stages of grieving

B. Plan small group/class meetings with students

C. Identify at-risk students

D. Contact parents of students visiting crisis center

1. offer guidance on how to handle students at home
2. review list of outside resources

APPENDIX A: CRISIS RESPONSE TEAM MEMBERS

Brennan M. Fahey, Superintendent
Cory Pike, Assistant Principal
Alicia Soper, Guidance Counselor
Mary Dieffenbacher, School Psychologist
TBD, Special Assistance Teacher
Rob Walker, Facilities Director
Suzanne Giachetti, School Nurse

AD HOC MEMBERS:

Wanda Armstrong
Christopher Hutchinson
Christine Tucker

APPENDIX B: CRISIS RESPONSE AGENCIES

Ambulance	911 or (315) 866-0974
Fire Department	911
Police Department	911
Poison Control Center	1-800-222-1222
Main Office (Owen D. Young CS)	(315) 858-0729
Herkimer Co. Sheriff's Dept.	(315) 867-1252
Health Department – Herkimer	(315) 866-6879
VH Millpond Community Center	(President Bob Ciernia)
VanHornesville Methodist Church	(Pastor Barnes)
Mobile Crisis Assessment Team(M-CAT)	(315) 732-6228 or (844) 7320-6228

Mohawk Valley Psychiatric Center, Crisis Intervention Services
205 N. Main Street, Herkimer, NY 13350
Phone # (315) 866-7630 (Out reach)

Herkimer County Mental Health Clinic
301 N. Washington Street, Suite 2470
Herkimer, NY 13350
Phone #(315) 867-1465

Mental Health Crisis Hot Line
St. Elizabeth's Hospital
2209 Genesee Street
Utica, NY 13501
Phone #(315) 732-6228

Emergency/Trauma Department
Mary Imogene Bassett Hospital
One Atwell Street
Cooperstown, NY 13326
Phone #(607) 547-3355

Mohawk Valley Psychiatric Center
1400 Noyes at York
Utica, NY 13501
Phone #(315) 738-3800

Oneida County Mental Health Center
Judd Road
Oriskany, NTY 13424
Phone #(315) 768-4744

APPENDIX C: PROFILE OF HIGH RISK STUDENTS

1. Depressed mood or chronic crying
2. Decline in school performance
3. Verbal or internet expressions about one's own death
4. Giving away important personal possessions
5. Use of alcohol or other drugs
6. Sudden lifting of severe depression
7. Recent withdrawal from counseling or therapy
8. Purchase of knives, guns or rope
9. Verbal written communications which appear to be "good-bye" messages
10. Expression of guilt feelings
11. Violent, aggressive behavior
12. Exaggerated mood swings or dramatic changes in behavior
13. Running away
14. Talking about revenge or getting even with parents
15. Confusion and despair resulting from sudden death or suicide of a peer
16. Eating disorders – changes in eating habits
17. Sleeping disorders – insomnia or sleeping all the time
18. Low energy level, chronic fatigue
19. Decreased productivity or effectiveness
20. Pessimism about the future or brooding about the past
21. Loss of interest in formerly pleasurable activity
22. Reactions that seem inappropriate to the situation
23. Statements of inadequacy or low self-esteem
24. Social withdrawal – pulling away from friends
25. Irritability, belligerence, rebelliousness
26. Neglect or personal appearance
27. Physical complaints or psychosomatic complaints
28. Preoccupation with illness, death, or catastrophic events
29. Decreased attention, concentration, confused thinking
30. Spending too much time in delusional or fantasizing behavior

APPENDIX D: GUIDELINES FOR DEALING WITH STUDENT GRIEF

So many times in these situations, people feel that professional counselors should be brought in. It is important to remember that the first and best counselor for any student is a person who knows them well and cares about them. For most students, you, the teacher, are the second most significant person in their lives. Put yourself in the student's shoes. You have just lost somebody very dear to you in a tragic accident. Who would you seek out for comfort? Most of you would go to a mother, father, grandparent or teacher, somebody you have developed a relationship with and trust, not a stranger. Don't exclude yourself because you lack special training. You have ears to listen, eyes to say "I care" and, in an appropriate situation, arms that hug. If you have questions, certainly ask our professional counseling staff, or if you feel the student is entering a serious crisis, refer them.

1. You are encouraged to allow for the expression of grief in your classroom in whatever extent you feel comfortable with. For example, often after a tragedy, students will have many feelings and questions, but they may not feel comfortable openly expressing them. As a teacher, you can say how you feel and serve as a model that it is okay to talk about how you feel. This should only be done if you are comfortable doing so.
2. You are asked to dispel rumors whenever possible, and to discourage any glorification of the event.
3. Reassure the students to discuss their feelings with their parents or guardians.
4. Encourage students to discuss their feelings with their parents or guardians.
5. Respect the validity of all feelings expressed (sorrow, anger, denial, etc.). However, avoid glorification or attributing of "here" status to the act of suicide.
6. Please don't say meaningless platitudes. "I know how you feel" is not as effective as saying how YOU really feel or reflecting back what the student has said; "You're angry with Sam for taking the easy way out and leaving you alone."
7. Encourage students to support each other, and to escort any friend who is upset to the crisis centers.
8. If the guidelines given are not sufficient for dealing with a particular student, and the student appears to be unduly upset and unable to continue in class, that student should be escorted to the crisis center by a trustworthy peer. You should then inform the center that the student should be expected to report the office.