Greenwood Lake Union Free School District

District Wide Safety Plan 2024-2025

Building level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

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SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

PURPOSE

The Greenwood Lake Union Free District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17 by a team appointed by the Board for this purpose. The team consisted of representatives from the Board, the student body, parents, teachers, administrators, school safety personnel and other school personnel.

DISTRICT SAFETY & SECURITY REPRESENTATIVES

Sarah Hadden	Superintendent of Schools
Michelle Ring	Chief Emergency Officer Elementary School
Michael Gillespie	Chief Emergency Officer Middle School

IDENTIFICATION OF TEAM

The District Wide Safety Team includes the following representatives:

Chief John Rader	Warwick Police Chief
Chief Adam Eirand	Greenwood Lake Police Chief
Robert Porras	Director of Facilities
Laura LaRoche	Middle School Nurse
Rebecca Frey	PTA Representative
Stacy Shepard	Middle School Teacher Representative
Amber Pena	Elementary School Nurse
Erik Fosstveit	Elementary School Teacher Representative

CONCEPT OF OPERATIONS

The District Wide Team has built on what was already in place, specifically the existing Emergency Response Plan that had been developed pursuant to previous Commissioner's Regulations. The plans have been revised over the years to adapt to changes in recommendations and regulations. The current update will incorporate best practices from state police and SED as presented by the "Guidance Document for School Safety Plans."

Staff development activities for the future will address issues related to school violence, the planning process for dealing with crises, violent behavior in our society, assessing threats and violent potential of students.

The District Wide School Safety Plan is linked directly to the individual Building-Level Emergency Response Plans. In the event of an emergency or violent incident, the initial response at an individual building will be by the Building Level Safety/Emergency Response Team. The Building Level Safety/Emergency Response Team will immediately notify the District Superintendent and, where appropriate, will notify local emergency officials. If the emergency or violent incident has an impact beyond the individual building, the District Safety/Emergency Response Team will be activated and will coordinate the response.

As a part of developing the District Wide School Safety Plan, input was gathered from both the local police and the state police. We will continue to work closely with the law enforcement agencies, the ambulance departments and fire departments that have jurisdiction over our campuses. We will also continue to seek resources and support through other state and county agencies.

This Plan seeks to develop a solid framework upon which District can provide:

- A safe learning environment for our students and a safe working environment for staff.
- A thorough and thoughtful process for responding to a wide range of emergency situations.

PLAN REVIEW AND PUBLIC COMMENT

The Plan will be reviewed periodically and will be maintained by the District-Wide School Safety Team. The required annual review of the Plan will be completed on or before August 1 of each year to allow for 30-day comment period and adoption on or before September 1. A copy of the plan will be available in the office of the Superintendent.

Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan was made available for public comment. The District-wide and building-level plans 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 was formally adopted by the Board of Education.

While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

The District Wide School Safety Plan will be posted to the Greenwood Lake UFSD webpage within 30 days of its adoption. The URL for this page will be submitted to NYSED as part of the BEDS. Building Emergency Response Plans will be supplied to state police using the portal and to local police in hard copy.

SECTION II: RISK PREVENTION AND INTERVENTION

Risk Reduction/Prevention and Intervention are comprised of activities that are taken prior to an emergency or disaster to eliminate the possibility or the occurrence, or reduce the impact of an emergency if it does occur.

PREVENTION/INTERVENTION STRATEGIES

PROGRAM INITIATIVES

The Greenwood Lake Union Free School District, through its District Wide and School Building Level teams, will examine a wide range of prevention and intervention programs and activities to determine the most appropriate and effective approaches to achieve a safe environment.

Currently in place are:

- Extended Day and after school programs
- Youth Run Programs
- Mentors for students concerned with bullying and violence (i.e lunch bunches)
- Anonymous reporting process for school violence
- All staff and students are educated on the reasons for emergency preparedness.
- Safety Stations have been established throughout all school buildings on an as needed basis
    - PBIS has been implemented

TRAINING, DRILLS, AND EXERCISES

All staff will receive training on our emergency plans, violence prevention procedures and mental health by September 15 of each year or within 30 days of employment if they are hired after September 15. Students will receive this training in an age appropriate manner within their buildings.

All personnel who regularly answer telephones will receive updated training on protocols for data gathering in the event of a bomb threat made over the telephone. This training will be provided by the school district

We may have one or more of the following trainings this school year that will be coordinated with local agencies, which may include but are not limited to police, fire, ambulance, local emergency management offices and PNW BOCES:

- Early release or go home early drill
- Shelter in place, evacuation or lock down
- Tabletops and drills for specific responses for instance bomb threats, hostage taking etc. •

  Emergency Response Team Exercises

Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of **8** drills each school year.

8 NYCRR Section 155.17 (e) (3) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

Each school building at Greenwood Lake UFSD holds **8** evacuation drills and **4** lockdown drills each year. In October of each year, we participate in an early dismissal drill. Additional drills and exercises are held as needed. The building level emergency response teams meet regularly to discuss safety, security, drills and exercises.

VITAL EDUCATIONAL AGENCY INFORMATION

Each Building Response Plan will contain vital information such as school population, number of staff, transportation needs, and telephone numbers of key educational officials.

IMPLEMENTATION OF SCHOOL SECURITY

- Each building, as a part of developing the Building-Level Emergency Response Plan, examines specific security needs for their building. Different strategies are required to address needs specific to individual schools as indicated by the programs offered and the age of the students that are served. Administrators conduct a comprehensive security

assessment survey of their school's physical design, safety policies, and emergency procedures.

- Each building develops and enforces restrictions about students loitering in parking lots, hallways, bathrooms, and other areas. Restrictions are included in the student handbook/Code of Conduct.
- The principal, as well as, key office staff in each building has a communication system allowing for communication among key staff in an emergency.
- All employees are required to wear photo ID badges.
- All visitors are required to sign in/out and to wear identification badges to indicate their "visiting" status.
- School Safety/Emergency Teams meet routinely to review and discuss issues related to school safety and security.
- The hiring and screening of all staff is in accordance with District policies and in conformance with SAVE legislation.
- Each building has a single point of entry. All other doors are locked, and they are checked periodically throughout the day. Entries at the schools are monitored by security personnel and Cameras.
- In order for a private citizen to carry a concealed firearm or any firearm for that matter on Greenwood Lake Union Free School District property, he/she must have written permission from the educational institution. Written permission may be granted by the Board of Education.

DESCRIPTION OF DUTIES OF SECURITY GUARDS

The security guards report to the building administrator and may perform the duties as listed below:

- Patrols assigned area on foot to ensure personal, building, and equipment security
- Examine doors, windows, and gates to ensure security; monitors closed buildings for unauthorized persons and/or suspicious activities
- Informs and warns violators of rule infractions, such as loitering, smoking, or carrying forbidden articles
- Provides escort services for visitors, students, staff, and faculty, as necessary; provides other public assistance, such as lockout services and routine information
- Watches for and reports irregularities, such as security breaches, facility and safety hazards, and emergency situations; contacts emergency responders, such as police, fire, and/or ambulance personnel, as require.

- Remains alert for the presence of unauthorized persons and/or security code violators; approaches suspicious persons and/or notifies police as appropriate; may confront and/or detain violators, as required, until police arrive
- Patrols and monitors assigned parking areas to provide public security and assistance • Assist with bus arrival/dismal
- Assist with traffic control as needed

EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

The District Wide Safety Team will recommend training so that staff attends workshops and training that address issues related to threat assessment strategies, characteristics in children that predict violent behavior, and the appropriate actions to be taken. (Threats are alarming statements or behaviors that give rise to concern about subsequent violence.)

Training will be conducted by in house, local agencies or others and will include topics such as:

- What constitutes school violence and the School Code of Conduct
- Written information on potentially violent behavior
- How to report incidents of violence including threats and verbal abuse.
- Review measures implemented to prevent school violence including threats and verbal abuse such as: security equipment, safety procedures, and diffusion of hostile situation
- Emergency response procedures
- Post incident procedures

SECTION III: RESPONSE

NOTIFICATION AND ACTIVATION

INTERNAL AND EXTERNAL COMMUNICATION

In case of an emergency within the district, whether it is a violent incident or other emergency, the Incident Commander (usually a school Building Administrator) is authorized to contact local law enforcement or other first responders. When **any** faculty or staff member believes that a situation

warrants it, they are authorized to call 911 to report an emergency. They should contact the superintendent's office as soon as possible to report that 911 has been called.

The Superintendent will notify all Building Administrators/designees of facilities within the district to take the appropriate action. The internal phone system as well as the emergency cell phone system will be utilized. The Superintendent will also determine if the District Safety/Emergency Response Team requires activation. The District's emergency response procedures follow the NIMS ICS (National Incident Management System Incident Command System) guidelines.

The District's procedures include maintaining a list of local law enforcement agencies, and instructions that, in the event of an emergency, all individuals are authorized to contact the law enforcement agencies. These procedures are located within the Building Level Emergency Response Plans.

Policies and procedures exist to contact student's parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. These procedures include emergency contact cards provided by students, and School Messenger, which is an automated system that enables us to contact parents and staff via telephone and/or e-mail quickly and efficiently with important information.

The following media stations are also notified: ***WHUD 100.7 FM. Television Stations: Westchester News Channel 12.***

EMERGENCY RESPONSE PROTOCOLS

ALL SPECIFIC RESPONSES TO EMERGENCIES ARE MAINTAINED WITHIN THE BUILDING LEVEL EMERGENCY RESPONSE PLANS.

MULTI-HAZARD RESPONSE

The Greenwood Lake UFSD has developed multi-hazard response plans to the various types of emergencies. Included in these documents are plans for responding to active shooters, bomb threats, missing or kidnapped students, hostage situations and threats of violence. Other responses have been developed as identified by the building teams.

THREATS OF VIOLENCE IN SCHOOL

The Greenwood Lake UFSD is committed to the prevention of violence against any individual or property in the schools or at school activities whether such acts and/or threats of violence are made by students, staff, or others. Threats of violence against students, school personnel and/or school property will not be tolerated whether or not such threats occur on school grounds or during the school day. Any acts and/or threats of violence, including bomb threats, whether made orally, in writing, or by e-mail, shall be subject to appropriate discipline in accordance with

applicable law, Greenwood Lake UFSD policies and regulations, as well as the Code of Conduct and collective bargaining agreements, as may be necessary. All staff who are made aware of physical acts and/or threats of violence directed against students, staff or property are to report such incidents to the building administrator, who shall report such occurrences to the Superintendent or designee. Additionally, the building administrator will also report occurrences of violence, whether involving an actual confrontation or threat of potential violence, Superintendent or their designee. Local law enforcement agencies may be called as necessary upon the determination of the Superintendent or designee.

Students are to report all acts and/or threats of violence, including threats of suicide, of which they are aware to a faculty member or the building administrator.

RESPONSES TO ACTS OF VIOLENCE: IMPLIED OR DIRECT THREATS

In the event of an implied or direct threat (threats are alarming statements or behaviors that give rise to concern about subsequent violence) of violence by a student, staff member or visitor to a school, the Building Administrator should be informed immediately by the threatened individual (or a staff member who becomes aware of the threat). The Building Administrator or their designee will determine the steps to be taken based on the nature of the threat. The steps may include further investigation, threat assessment, notification of the Superintendent, activation of the Building Emergency Response Team and/or notification of local authorities and notifying the parents of the student against whom the threat was made. Students, staff, parents, and community members have access to our anonymous reporting system, Anonymous Alerts.

A bomb threat to a school is a criminal act, which is within the domain and responsibility of law enforcement officials. Appropriate state, county, and/or local law enforcement agencies must be notified of any bomb threat as soon as possible after the receipt of the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan. Therefore, the building administrator or designee is to notify local law enforcement officials and follow established procedures to move all occupants out of harm's way.

ACTS OF VIOLENCE

Acts of violence by students, staff members or visitors to the schools will not be tolerated. In the event of such an incident, any staff member who feels that it is necessary may call 911. The victim or the staff member who becomes aware of the incident should inform the Building Administrator immediately. The Building Administrator or their designee will determine the steps to be taken based on the nature of the incident. The steps may include further investigation, threat assessment, and notification of the Superintendent, activation of the Building Emergency Response Team and/or notification of local authorities. Refer to the building level emergency response plans for

more detailed response protocols (building level plans are confidential and are not made available to the public). Depending on the nature of the situation, other actions (e.g., lockdown, hold in place, or emergency evacuation) may be necessary.

ARRANGEMENT OF OBTAINING ASSISTANCE FROM LOCAL GOVERNMENT AND OTHER AGENCIES

In an emergency or in case of a crime, we will call **911**.

Warwick Police Department	845-986-3423
Greenwood Lake Police Department	845-477-9211
Greenwood Lake Fire Department	845-477-9211
Greenwood Lake Mayer	845-477-9215

PROCEDURES TO COORDINATE THE USE OF DISTRICT RESOURCES IN AN EMERGENCY

In an emergency that requires the activation of the District Emergency Response Team, the coordination of District resources will be through the District Team with the Superintendent of Schools (or his/her designee) as Incident Commander. If the District Team is not activated, the coordination of resources will be managed through the Office of the Superintendent of Schools. The Director of Buildings and Grounds will oversee the allocation of custodial and maintenance staff, as well as heavy equipment and non – transportation needs. Where needed, the building administrators will coordinate the use of support staff. In cases where computers and related technology are necessary to provide support, the Director of Technology will also become involved.

CPR/AED and First Aid trained individuals and their contact information are listed within the Building Level Emergency Response Plans and are maintained by each building.

Emergency supplies are located throughout the district buildings and may include flashlights, hand-held radios, fax machines, fire extinguishers, AEDs, first aid kits, cell phones, and PA systems.

PROTECTIVE ACTION OPTIONS

During certain emergencies, one of a variety of protective actions may need to be employed.

Summaries of the options are found below. Detailed plans associated with procedures for each school building are maintained in each Building Level Emergency Response Plan. Each building has plans to respond to bomb threats, hostage taking, intrusion, and kidnapping in addition to other responses.

SCHOOL CANCELLATION

School cancellation will be used when information regarding a potential crisis is received with enough lead-time to alert all staff and students. Examples include events such as weather-related incidents for which ample warning is normally provided or utility failures.

EARLY DISMISSAL

Early dismissal will be used when school is in session and there is time to return staff and students to their homes before the expected emergency occurs. The superintendent of schools or his /her designee activates early dismissal. It will be communicated to student's home school districts, parents and guardians via: automated message, radio and television and in some cases text message.

SHELTER IN PLACE

Suitable for a variety of reasons shelter in place is used in response to a situation outside of the building such as a weather emergency, or a chemical spill or other environmental hazard. The Building Administrator or their designee will usually activate the shelter in place. Locations for specific sheltering sites are maintained in the Building Level Emergency Response Plan.

HOLD IN PLACE

Suitable for a variety of responses, hold in place offers the ability to isolate and control the movement and/or to relocate building occupants by rooms, halls, or areas to other parts of the building determined to be safe. In addition, it can be used as a precautionary measure prior to building evacuation. The Building Administrator or their designee will usually activate the hold in place annex.

EVACUATION

Evacuation/relocation will be used when school is in session and it has been determined that an occupied building or location does not provide a safe environment for staff and students. The Building Administrator or their designee usually activates an evacuation. In case of fire or large chemical spill, any staff member who becomes aware of the issue may activate the evacuation procedures.

LOCKOUT

In response to incidents of actual or potential threat from outside the building, a lockout may be initiated. The nature of the incident will determine if 911 should be called. For example, local law enforcement may contact school officials to advise them of a suspected fugitive in the immediate area of the school building. If a wild animal, such as a bear or raccoon that is acting strangely, were to wander onto school grounds, school officials could initiate a lockout and contact police. Any staff member who becomes aware of a threat outside the school may activate the lockout annex.

LOCKDOWN

In response to incidents of actual violence, a lockdown may be initiated. If it is determined that a lockdown is necessary. Any staff member who becomes aware of an immediate threat of violence in or around the school is authorized to activate the lockdown annex.

RESPONSE PROTOCOLS

Greenwood Lake UFSD recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses is included in each School Building Emergency Response Plan. For reasons of student safety, these specific plans are confidential and will remain secure. Each Building Level School Safety Team will be responsible for reviewing and updating these responses and communicating them to staff and students.

Response protocols to specific emergencies will vary but usually will include the following:

- Implementation of Incident Command System
- Identification of decision makers
- Plans to safeguard staff and students
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

DISTRICT EMERGENCY RESPONSE TEAM

The Superintendent or his/her designee will act as Incident Commander. When the Incident Commander has been notified that an emergency exists, he/she will activate the Plan and direct the operation from the Command Post.

All members of the District Emergency Response Team will assemble at the Command Post and implement the emergency response as directed by the Incident Commander.

PURPOSE OF THE DISTRICT EMERGENCY RESPONSE TEAM

The following are the functions of our District Emergency Response Team:

- To identify the level of the emergency.
- To support the efforts of a Building Emergency Response Team to minimize the traumatic impact on staff and students and return the site to educational normalcy.
    - Resource allocation
    - Staff reallocation: substitutes, extra human services, transportation, etc.
    - Security of the campus

- To coordinate efforts of Building Emergency Response Teams when numerous or all sites are impacted.
    - Interface with law enforcement, fire, medical
    - Media
    - Resource allocation

- To manage:
    - Communication with media
    - Legal considerations, specialized equipment
    - Communication with component school districts
    - Communication with outside agencies.
- To plan
    - Educate staff, students and parents about plan o Conduct drills.

RESPONSE TO AN INCIDENT:

The Greenwood Lake UFSD will use the Incident Command System for schools to respond to incidents. Roles for the response by the District Administration is below. The Superintendent, or designee, will act as the Incident Commander and will activate additional roles as needed and as dictated by the incident.

Incident Commander: sets the incident objectives, strategies and priorities; has overall responsibility for the incident response and coordinates all ICS functions. Responsible for ensuring safety, providing information services to internal and external stakeholders and for establishing and maintaining liaison with other agencies participating in the incident.

Safety Officer: Monitors safety conditions and develops measures for assuring the safety of all response personnel. The Director of Facilities, Operations, and Maintenance or their designee will function as the safety officer.

Liaison Officer: Assists establishing contacts with and coordinating outside agencies that provide services or resources – red cross, county, etc. The Assistant Superintendent of Business, or designee, will function in the role of liaison for the school district.

Public Information Officer: Media liaison, official spokesperson for school; coordinates information for parents and staff. The role of public information officer will be coordinated out of the Superintendent's office for low and high impact incidents.

Additional ICS roles can and will be activated as need. District personnel receive annual training in ICS, roles, and responsibilities.

SECTION IV: RECOVERY

As part of the planning process, a post-incident plan provides a scaffold on which the needs of all individuals are addressed. The Greenwood Lake UFSD District Safety/Emergency Response Team is charged with providing support to the Building Teams.

The Greenwood Lake UFSD will support any building to recover from an emergency situation. School mental health staff may be assigned to respond to assist the affected staff and students. If the need is greater than that which can be managed by district personnel, district will reach out to OUBOCES. The Greenwood Lake UFSD Crisis Response Team will be available to assist.

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 communicable disease. The new legislation will constitute New York State Labor Law Section 27-c, and served as a response to the effects of the sudden onset of 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.

Education Law- 2801-a (m) – protocols for responding to a declared public health emergency involving communicable disease that substantially consistent with provisions of section twenty-seven-c of the labor law.

Protocols

1. In the event of a state-ordered reduction of the Districts in person Work force, The following is a list of essential employees

Essential Position or Title	Description
Superintendent of Schools	The Superintendent of Schools is the Board of Education's executive officer and District's educational leader.
Assistant Superintendent for Business and Administrative services	The Business Office is responsible for all financial management, maintenance of liability insurance, compliance with State reporting requirements, payroll, accounting tasks, and purchasing.
Director of Curriculum	The Curriculum center is responsible for the K-8 instructional program of the Greenwood Lake Union Free School District. Additionally, the Department coordinates the staff development program that provides continuous education and instructional support to the District's professional staff.
Director of Special Education and Pupil Services	The Greenwood Lake School District is responsible for the School Physician, School Nursing, Guidance, School Psychologists, student equity and DASA (Dignity for all Student Act) coordination across the District.
Director of Facilities	The Facilities Department is responsible for maintenance and cleaning of the Districts school buildings and there surrounding grounds and fields.
Director of Information Technology	Responsible for instructional technology, network security, hardware procurement and distribution. The Information Technology Department is also responsible for administering network and data security, including directory, group policy, firewalls, virus protection and email security. Maintain all District software programs, install and maintain proper hardware and software to keep the District network functioning properly.
District Clerk	Record the proceedings of all meetings of the District. Receive, keep and preserve any and all records, books and papers of the District. Gove notice to any District Meetings. Act as secretary to the Board of Education.

Business Manager	Responsible for procurement management
Safety and Security Coordinator	Responsible for the District Building Security and District Emergency Management. Liaison to the Police and Fire Departments.
Public Information Officer	The Public Information Office acts as liaison between the District and the news media, provide in-depth and breaking news about the Greenwood Lake School District.
Food Service Director	Manages District's food service program.
Head Custodian	Maintains building essential Systems and Functions.
Security Guard	Responsible for building security
Transportation Supervisor	Responsible for student bus transportation district wide.

2. The District will follow its business continuity plan to enable all non- essential employees and contractors to continue to provide necessary services to the District.
3. In an effort to reduce overcrowding at our worksites:
    - Class schedules may be staggered to a daily cohort system.
    - In-person days may be staggered by cohorts groups.
    - Parents will be encouraged to walk or drive their children to school.
    - 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.
    - Students may be permitted to receive instruction 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 Director of Health Services in coordination with the Districts Medical Director, and in cooperation of the Purchasing Agent and Facilities Department will maintain an inventory of PPE in accordance with NYS Education Department guidelines, and continually restock same as needed.
    - Storage of PPE will be on campus and comply with the manufacturer's storage recommendations for each item.
    - PPE 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 District's School Reopening 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 Security.
    - All employees and contractors are required to complete a daily health assessment prior to entering all district locations.

- Payroll with attendance management system (School Front) will further document an employee's presence on campus.
- Contractors will sign in with the security guard and or office staff, and their presence will be registered in the visitor logbook or visitor management system.
- Non-essential visitors will not be allowed on site.

7. If emergency housing is needed the District will coordinate appropriate accommodations for essential employees and district property.
8. If there is a declared public health emergency that involves the Greenwood Lake School District, all staff, essential and non-essential, will be contacted, and they will be guided by the aforementioned protocols.

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 the District Wide School Safety Plan
- Building-Level Emergency Plan
- List of Telephone Numbers
- Building floor plans
- Telephone
- Radio Communications
- Weather Radio
- Flash lights
- Photo Copier
- Computer
- Student Rosters
- List of individuals with special needs and specific evacuation plans.
- Telephone numbers for parents/ guardians. Information about emergency needs (e.g. Student and staff that require medications, vehicular transportation issues, etc.)

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 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 Principals

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 principals based on the size, scope and character of the emergency.

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

Appendix A. 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 Greenwood Lake 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. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: Policy #5150 School Admissions, Policy #4526 Computer Use in Instruction/Acceptable Use Policy, and Policy #5300 Code of Conduct.

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 Greenwood Lake 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 e-school 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 #4526 Computer Use in Instruction/Acceptable Use 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.

GREENWOOD LAKE UNION FREE SCHOOL DISTRICT

EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: Policy #5150 School Admissions Policy #4526 Computer Use in Instruction/Acceptable Use Policy Policy #5300 Code of Conduct
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-8 access to a personal computing devices both Chromebooks and I-pads. 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. 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. 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.
PEDAGOGY	All teachers in grades K-8 will use Google Meet as their primary instructional platform. 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:**

	Synchronous "Live" Instruction - 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. ***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 plan but should be the primary mode of instruction and substantial enough to guide learning.*** **Asynchronous "Flipped" Instruction** - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion Google Classroom. These activities may include teacher/student synchronous interactions for a portion of the lesson. **Authentic Independent Instruction** - 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.

STUDENT EXPECTATIONS	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.
	
	• All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meets:
	  ○ 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. 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.
DAILY SCHEDULE	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
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. Please see this document for specific guidelines.
NON- INSTRUCTIONAL SERVICES • **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 8 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.

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 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.