

Highland Falls – Fort Montgomery

Central School District

21 Morgan Road

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DISTRICT-WIDE SCHOOL SAFETY PLAN

“IF YOU SEE SOMETHING, SAY SOMETHING”

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PREFACE

This plan will be maintained by the District-wide School Safety Team and be reviewed annually, then adopted by the Board of Education after a 30 day public comment period and public hearing. A copy of the plan will be posted on the district website and be available at the main office of each school site as identified in this plan.

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.

Building-Level Emergency Response Plans will be supplied to Local and State Police.

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 Districtwide 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.

To help address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (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.

The Highland Falls - Fort Montgomery Central School District, Districtwide Safety Committee (Team), has used SAVE Legislation and the associated guidance documentation as the framework for this plan.

PURPOSE AND DISTRICT-LEVEL CHARGE

The Highland Falls - Fort Montgomery School District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Highland Falls - Fort Montgomery School District Board of Education, the Superintendent of the Highland Falls - Fort Montgomery Central School District appointed a Districtwide School Safety Team and charged it with the development and maintenance of a Districtwide School Safety Plan.

The Highland Falls - Fort Montgomery Central School District is committed to preserving a safe, secure, healthy environment for our students and employees. Through a joint collaborative effort, the District shall also be prepared in case that environment is ever compromised.

BUILDING-LEVEL CHARGE

This District-wide Plan is to be used as a guide for all schools in the district and as the framework for the development of the more detailed emergency response plans required at the building level. Each District School Building Principal shall designate a number of his/her building staff to act as their building level Safety and Emergency Response Team, and that team shall meet regularly and be responsible for:

- The development, management and implementation of their building level safety and emergency response plan, using the risk reduction/prevention/intervention (RR/P/I), response and recovery protocols as outlined in this plan. (Building level plans must at a minimum include items from Appendices A-C of this document.)
- The training of their building occupants through communication and practice drills (drill schedule / requirements as outlined in this plan).
- Being the initial team to directly respond to emergencies at their school building.
- Alerting the Superintendent of Schools or his/her designee when the building Safety and Emergency Response Team has been activated and notifying law enforcement as required.
- Annual submittal of building level plans to the District Wide Safety Team for review and comment.
- Annual submittal of drill requirement form to the District-Level Safety Team indicating drill requirements for your building have been met.

DISTRICT-LEVEL SAFETY PLAN

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IDENTIFICATION OF DISTRICT-LEVEL SAFETY TEAM

According to New York State legislation Section 2801-A, Article 55, Subdivision 4, a District-wide School Safety Team shall be appointed by the Board of Education and shall include but not be limited to representatives of the school board, students, teachers, administrators, parent organizations, school safety personnel, and other school personnel.

In line with this, the Highland Falls - Fort Montgomery School District has appointed a Districtwide 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 (positions or affiliations) are as follows:

- School Nurse / Nurse Facilitator - Mrs. Rita Figueira
- Local Law Enforcement Representative - Chief Basile
- School District Law Enforcement Representative (SRO)
- Parent
- Athletics Director - Mr. Bryan Wilson
- Director of School Facilities & Operations - Mr. Christopher Kirwan
- Transportation Representative - Ms. Adeline Thomas
- Maintenance Mechanic / Local Fire Dept. Official - Mr. Paul Cutaia
- Principal - Yashira Maldonado
- Board of Education Member - Mrs. Anne Lawless
- Student
- Assistant Superintendent (advisor to committee) - Ms. Rachel Adelstein
- Superintendent of Schools (advisor to committee) - Mr. Michael McElduff

DISTRICT- LEVEL RISK REDUCTION/PREVENTION & INTERVENTION

Initiatives that improve our schools' culture and climate and improve communication at all levels can enhance our ability to prevent negative events from occurring. However, despite our best efforts, not all such events can be prevented. Therefore, we must create plans to help reduce risk and minimize the impact of negative events. This section will discuss prevention and risk reduction strategies for the district.

PROGRAM INITIATIVES

The Highland Falls-Fort Montgomery Central School District recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourage the reporting of potentially dangerous, suspicious or violent behavior.

The district encourages all school district buildings to develop strategies that support a positive safe learning environment for students, such as community involvement in the schools or mentoring programs.

TRAINING, DRILLS AND EXERCISES

The Highland Falls-Fort Montgomery Central School District will ensure each district building conducts drills and exercises to test the components of their respective building-level plan. The use of tabletop exercises to accomplish this task in coordination with local emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals. Specific drills and training will be conducted for selected response protocols including Fire/Evacuation, Weather Emergencies, Bus Evacuation and Lockout/Lockdown, among others.

IMPLEMENTATION OF SCHOOL SECURITY

1. Routine Precautions by All Staff

All staff members are expected to immediately report to their respective principal any information they received or observations they have made regarding anything that could possibly impact the safety and security of anyone in the school community.

Staff should always err on the side of safety and share such information every time. No detail is too small or inconsequential as individual staff may not be aware of all circumstances surrounding a particular student or concern.

2. Limited Access

Each building is tasked with implementing this policy while tailoring it to the specific needs of their program. Once the building is secured for the instructional/business day, access to the building will be through the main

entrance. There will be key school personnel stationed at each of the main entrances, monitoring who enters and exits the building.

3. Staff Photo Identification Badges

All District employees are issued photo identification badges that are to be displayed at all times while on School district property to assist visitors, students and staff in identifying employees as well as possible intruders.

4. Visitor Policy

Should an unannounced visitor appear at a classroom, office or be observed in the hallways without proper identification (visitor pass), staff may approach the individual and inquire as to the subject's business at the school or immediately contact their school's main office.

5. Student Sign-Out Procedures

The district is diligent in ensuring that only those authorized to sign-out students are allowed to do so. Staff may require a photo ID if the requesting party is unknown to them and if they deem it appropriate, may contact a parent or guardian for confirmation that a given individual should be signing out a student.

6. Video Surveillance System

A digital video surveillance system is in place in the district to assist in monitoring and recording activity in high use areas and to act as a deterrent.

7. Fire Alarm

A fire detection alarm that is linked to a central monitoring station is in service in the district. These alarms and fire response procedures are tested regularly and consistent with New York State Education Department regulations.

8. Vital Educational Agency Information

The District maintains general information located in the District Office, including information on school population, number of staff, transportation needs, and the business and home telephone numbers of key officials.

9. Panic Alarms

The District and the District Safety Team, as required by Alyssa's Law, has considered the installation of a silent panic alarm system.

EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

The Highland Falls-Fort Montgomery Central School District recognizes the importance of early recognition and intervention into conflicts and potentially violent behaviors. As such, the district will ensure that appropriate school violence prevention and intervention training will be incorporated into staff professional development.

Also, students, parents, and staff are encouraged to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an investigation can commence in a timely fashion if deemed necessary.

Additional detail around early recognition of potentially violent behavior can be found in Appendix B and should be incorporated into Building-Level Safety Plans.

IDENTIFICATION OF POTENTIAL EMERGENCY SITES

The Highland Falls - Fort Montgomery Central School District identifies the following sites of potential emergencies, for which Building-Level Safety Plans will be developed:

James I O'Neill High School
21 Morgan Road
Highland Falls, NY 10928

Highland Falls Intermediate School
52 Mountain Avenue
Highland Falls, NY 10928

Fort Montgomery Elementary School
895 Route 9W
Fort Montgomery, NY 10922

DISTRICT- LEVEL RESPONSE PROTOCOLS

NOTIFICATION AND ACTIVATION (INTERNAL & EXTERNAL COMMUNICATIONS)

The following forms of communication are used by the Highland Falls - Fort Montgomery Central School District for informing all educational agencies within the District of a disaster or an act of violence:

- Regular Telephone and automated calling system
- FAX
- Email
- Cellular Phones
- District Radio System
- National Weather Service
- Local Media/Radio/TV
- Internet and website
- School Bus Radio System

SITUATIONAL RESPONSE DEFINITIONS

- **Incident** –An event that disrupts everyday functioning, but does not pose an immediate danger to life or property.
- **Emergency** - A dangerous event that disrupts everyday functioning but does not result in a request for assistance from the state and/or federal government.
- **Disaster** -A dangerous event causing significant human and/or economic loss and demands a crisis response beyond the scope of a single agency or service.

MULTI-HAZARD RESPONSE

- a. Know types of incidents that must be reported to local law enforcement agencies.
- b. Know procedures for preservation of a crime scene.
- c. Each school building shall be equipped with identified first aid and emergency resources which will be available for use during an emergency. In addition, a listing of emergency services, personnel and agencies (with telephone numbers) shall be listed in each school plan.
- d. Each school shall also have an Incident Command System chart designating individuals for each category of responsibility, as well as a list of staff trained in First Aid and CPR.
- e. Administrators have been instructed on the critical aspects of the Incident Command System. Identified staff will receive training on an on-going basis for their assigned role in this system.

ARRANGEMENTS FOR OBTAINING EMERGENCY ASSISTANCE FROM LOCAL GOVERNMENT

When appropriate, during emergencies The Highland Falls - Fort Montgomery Central School District will make use of the local government agencies in the chart below.

Additionally these four general emergency numbers may be used:

- Emergency 911
- Gas Leak 800-533-5325
- ORU 877-434-4100
- Poison Control Center 800-222-1222

AGENCY	CONTACT	PHONE
Orange County Sheriff's Office (Goshen, NY)	Sheriff	845-291-4033
New York State Police Monroe Barracks	Dispatcher	845-492-8625
Town of Highlands Police	Dispatcher	845-446-4010
HF Town Government	Supervisor	845-446-4280
Village of Highland Falls Police	Chief	845-446-4911
Village of Highland Falls Government	Mayor	845-446-3400
Highland Falls Fire Dept.	Chief	845-446-7223
Fort Montgomery Fire Dept.	Chief	845-446-7116
Orange Ulster BOCES	District Superintendent	845-291-0110
Town of Highlands Ambulance Corp.	Dispatcher	845-446-3101

Risk Management	Risk Manager	845-446-4911
West Point Tours (Bus Garage)	Dispatcher	845-446-4760

PROTECTIVE ACTION OPTIONS

1. School Cancellation or Delay

The cancellation or delay of the Highland Falls - Fort Montgomery Central School District educational programs shall take place pursuant to the established procedures. The Superintendent of Schools shall consult with the bus contractor, highway departments or other pertinent agencies in making this decision.

2. Early Dismissal

Early dismissal shall be implemented under conditions when it is imperative to return students to their homes as quickly as possible (e.g. an impending blizzard). The decision to dismiss school early shall be made by the Superintendent or his/her designee. The bus contractor and building administrators are notified of the decision as well as local media and elementary parents via phone-trees / school messenger / radio / etc.

3. Emergency Evacuation

Emergency evacuation is implemented under conditions when it is no longer safe for students and staff to remain in the building (e.g. a hazardous materials spill). The decision to evacuate is made by the building principal or his/her designee. Once out of the building students will be assembled by class groups, or some other means, and at designated areas to be accounted for by staff members. In some cases, students will be taken to an alternative location off site. All students and staff shall remain outside the building until it has been deemed safe for them to return by local emergency responders and the school administration. If the decision is made to dismiss for the day, the conditions of section (b) apply.

4. Sheltering

Sheltering, inside the school, is implemented under conditions when it is safer for students and staff to remain inside the building than to evacuate or be dismissed early (e.g. a tornado warning). The decision to shelter students on site is made by the supervisor or his/her designee.

Where to shelter students and staff on site will depend upon the nature of the emergency. During a high wind advisory or tornado warning, for example,

sheltering should take place at the building's lowest level in interior rooms or corridors (preferably away from windows & doors). Other emergencies may call for students and staff to remain where they are (i.e. lockdown).

A similar code system will be in place to inform staff members what actions to take. If the sheltering period is to be extended more than a few hours, arrangements to meet basic human needs (toilet facilities, water, food) will be accounted for. Sheltering off site may be required when students and staff cannot remain in the building or on school grounds but also cannot be dismissed.

Such conditions require that an alternative site be available and that a means of moving or transporting students be arranged.

STANDARD SAFETY PROTOCOLS

The next page has a quick reference protocol document for Lockdown, Fire, Lockout and Medical Emergencies. Appendix C has detailed protocol descriptions for specific situations, which should be incorporated into Building-Level Safety Plans.

Highland Falls Fort Montgomery Central School District

Standard Safety Protocols for Lockdown, Fire, Lockout and Medical Emergencies

LOCKDOWN

- Notification over the PA system that the building is in Lockdown Mode. Supplemental notification via radio, email or by other means may be used, but only in addition to the PA system (i.e. via radio if you are assigned to recess and outside the building).
- If you are a witness to any immediate or potential threat, call the main office immediately.
- Stop all activities.
- Gather students from the hallway into your classroom.
- Lock & close classroom door (handle should ALWAYS be set in lock position)
- Students and staff must remain in their rooms until further notice.
- Cover door windows with color paper.
- Turn off classroom lights and pull down window blinds.
- Move students away from windows/doorways to the least visible section of the room (students should be asked to sit on the floor).
- Account for all students.
- Cell phones must be set to vibrate only (NO RING).
- Maintain a quiet atmosphere.
- Do not answer the phone if it rings.
- Attendance verification will be done post building clearance.
- **DO NOT OPEN YOUR DOOR FOR ANYONE OR FOR ANY REASON. SCHOOL ADMINISTRATORS AND/OR LAW ENFORCEMENT OFFICIALS WILL ENTER YOUR ROOM IF NEEDED WITH A KEY.**
- If a fire alarm audible sounds, DISREGARD, and do not evacuate. Only if you see flames or smell smoke in the immediate area should you move to a safer location.
- If you are outside the building with students, you may have a radio. Upon lockdown notification, immediately corral students and prepare to move to a safe location. Further information will be communicated to you via radio.
- **RED LIGHT PROTOCOL:** A beacon light (red strobe) on the school building's exterior will be on and flashing during a lockdown or lockout emergency response. The light indicates the building's door access system has been shut down. Access is prohibited and no access will be granted. Please do not attempt to enter the building. It is not safe.

<p>FIRE</p>	<ul style="list-style-type: none"> ● Notification via audible fire alarm. <i>If you see flames or smell smoke, if possible, pull the nearest fire alarm. Otherwise, immediately call the main office. Do not leave your classroom unattended for any reason.</i> ● Close all windows/doors and turn off lights in your classroom. ● Quietly and in an orderly fashion take your students and class list out of the building via the emergency route(s) indicated in the classroom (usually near the door). ● Immediately check to see that all children are accounted for once you are safely outdoors. ● Any pupil or staff member not accounted for must be immediately reported to the appropriate personnel. ● When the announcement for all clear is made, quietly return to your classroom.
<p>LOCKOUT</p>	<ul style="list-style-type: none"> ● Notification over the PA system that the building is in Lockout Mode. Also may receive email on classroom computers or call via radio. ● All exterior doors to the building will remain locked and be continually checked. ● If you are outside or have a physical education class, enter the building immediately upon radio notification. ● Keep students in the classroom or usual interior area, and continue to teach. Lunch, gym, etc. is ok. ● No one may leave the building under any circumstances and do not let anyone into the building. ● Wait for further instructions. ● RED LIGHT PROTOCOL: A beacon light (red strobe) on the school building’s exterior will be on and flashing during a lockdown or lockout emergency response. The light indicates the building’s door access system has been shut down. Access is prohibited and no access will be granted. Please do not attempt to enter the building. It is not safe.
<p>MEDICAL EMERGENCY</p>	<ul style="list-style-type: none"> ● Contact the school nurse or the main office immediately in case of any medical emergency.

DISTRICT- LEVEL RECOVERY PROTOCOLS

After an incident, Highland Falls-Fort Montgomery Central School District Administration and the appropriate school building leaders will meet to determine:

- The resources necessary to support emergency response teams and post-incident responders
- The mental health services needed by district students, families, faculty and staff
- How best to deploy those resources

APPENDICES

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APPENDIX A

**School Building Level Safety Planning Guide:
Emergency Response / Safety Plan**

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SCHOOL BUILDING LEVEL SAFETY PLANNING GUIDE

EMERGENCY RESPONSE / SAFETY PLAN

A school emergency response plan, developed by the building-level school safety team defined in subdivision four of ARTICLE 55, shall include the following elements:

1. POLICIES AND PROCEDURES for the safe evacuation of students, teachers, other school personnel as well as visitors to the school in the event of a serious violent incident or other emergency, which shall include evacuation routes and shelter sites and procedures for addressing medical needs, transportation and emergency notification to persons in parental relation to a student. For purposes of this subdivision, "serious violent incident" means an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students and/or staff, as defined in regulations of the commissioner developed in conjunction with the division of criminal justice services;
 - included in this plan are district standard protocols for lockdown, lockout, fire, medical, etc., and information regarding building security (doors, access, etc.), district transportation resources, risk reduction, prevention and intervention strategies
2. Designation of an emergency response team comprised of school personnel, local law enforcement officials, and representatives from local regional and/or state emergency response agencies, other appropriate incident response teams, and a post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a violent incident;
 - included in this plan is article 55 subdivision 4 (for definition of who should be responsible for identifying and managing the building level team and plan) and contact information, as well as recovery information for planning purposes
3. Procedures for assuring that crisis response and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area;
 - include in your building plan floor plans and/or maps – these are available from the Facilities Department if you do not already have, or off of the internet (for road maps, aerial photos)
4. Establishment of internal and external communication systems in emergencies;
 - Included in this plan is emergency contact information - be sure to also include in your building plan protocols for communicating emergencies, for p/a use, radio use, phone use, and be sure to contact Superintendent's

office so that emergency information can be disseminated throughout the remaining district appropriately (use of district wide resources as required).

5. Definition of the chain of command in a manner consistent with the national interagency incident management system/incident command system;
 - Building level team shall identify who is responsible for what during emergencies; training is available through the district for NIMS and SAVE
6. Coordination of the SCHOOL SAFETY PLAN with the state-wide plan for disaster mental health services to assure that the school has access to federal, state and local mental health resources in the event of a violent incident;
 - See this plan and for strategies in regards to prevention, risk management and intervention.
7. Procedures for plan review and the conduct of drills and other exercises to test components of your building's emergency response plan;
 - See this plan for drill protocol information (what, when, frequency).
8. Policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property.
 - See this plan for crime scene management protocols

Building Level School Safety

Each building-level school safety team shall be appointed by the building principal, in accordance with regulations or guidelines prescribed by the board of education. Such building-level teams shall include but not be limited to representatives of teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the Board of Education deems appropriate.

Each safety plan shall be reviewed by the appropriate School Safety Team on at least an annual basis, and updated as needed.

APPENDIX B
School Building Level Safety Planning Guide:
Risk Reduction, Prevention & Intervention Protocols (RR/P/I)

SCHOOL BUILDING LEVEL SAFETY PLANNING GUIDE

RISK REDUCTION, PREVENTION, INTERVENTION PROTOCOLS (RR/P/I)

The District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans for each school building. Protocols reflected in the District-wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response Plans. The following RR/P/I protocols shall be used at each school building:

1. In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
2. Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
3. Efforts may be supplemented by county and state resources through existing protocols.
4. All exterior doors to the building must be kept locked at all times, except during a short period at student and staff arrival and dismissal. The building custodian shall check exterior doors throughout the day to ensure they are locked.
5. All classroom door knobs must be kept in the locked position at all times.
6. Every building shall have a visitor check in protocol, electronic security access system at the front entrance, check the identification of every visitor, and manage general access to the building.
7. Every building shall have prepared at all times loaner keys for law enforcement officials in the case of emergencies.
8. Buildings shall establish attendance procedures to account for pupils and staff members including unscheduled releases during the school day.
9. Every school building shall have posted floor plans with egress routes throughout the building.
10. Every school building shall have emergency contact information posted near the telephones in each of their classrooms.
11. Each school level plan shall have diagrams of building floor plans and site plans showing the following:
 - a) Inside/Outside Command Post and Alternates
 - b) Inside/Outside Student Assembly Areas
 - c) Inside/Outside Parent Areas
 - d) Inside/Outside Parent Release Areas
 - e) Outside Sanitation Areas
 - f) Outside Traffic Control Patterns

- g) Press Area
 - h) Staging Area
 - i) Alternate Shelter Site for Latecomers
 - j) Sanitized Area for Bomb Threats
 - k) First Aid Area
 - l) Inside/Outside Morgue Areas
 - m) Helicopter Landing Area
12. Each school building shall make their building level emergency plan available to all staff working at the site.
 13. Building level safety teams are to conduct a security assessment survey to include items such as the school's potential threats, those at risk, physical plant emergencies and emergency procedures.
 14. Schools shall require visitors to sign in and sign out and wear visitors' passes. Buildings shall use a "single point of entry" at all times when appropriate.
 15. School Secretaries will greet, ask purpose and require that visitors sign in, and SHOW ID upon entry at all buildings.
 16. Schools shall establish emergency protocols for recess, Physical Ed, (emergency responses for those who are outside)
 17. Schools shall encourage and establish cooperative relationships with adjacent property owners of the school buildings to help monitor schools during off hours.
 18. Schools will utilize intervention specialists who will be trained in conflict resolution, crisis intervention and restraint training.
 19. Schools may require outside security personnel for certain school functions if appropriate and as required by District Officials.
 20. Schools should use internal building radios for intra-school communication in addition to P/A and telephones.
 21. Use of video cameras in some buildings and buses. Video cameras will be installed in all buildings and buses as budget permits. Video surveillance used at main entries whenever possible.
 22. When calling 911, be sure to mention the building, and in the case of the main campus, the exact entry to use.
 23. Every building shall include in their building level plans the Standard Emergency Protocols as developed by the D.W. Safety Committee for tornadoes, bomb threats, violent weather, fires, intruders, violent intruders, etc. These protocols should be part of every building level plan. There are 19 standard emergency protocols.
 24. A districtwide response plan to situations of potential violence in schools and a violent incident response plan are in place and should be added to each building's emergency response plan (calling Superintendent's office, call tree, school messenger service, use of and cooperation with local law enforcement).

This district wide response is only initiated by the Superintendent or his designee, on a case by case basis. Most emergencies will be site specific.

25. In conjunction with local police agencies, a districtwide procedure for crime scene preservation and types of incidents to be reported to local law enforcement agencies has been developed. This must be added to your building level plan. See crime scene management section in this plan.
26. Administrators and certain staff as determined by the Superintendent should be instructed on the critical aspects of the Incident Command System. Identified staff will receive training on an on-going basis for their assigned role in this system. Staff, through in-service training after school and during Superintendent Days, shall receive training in recognizing imminent and early warning signs for the potential of violent behavior by students, conflict resolution, mediation, and other school safety programs.
27. Each school building shall be equipped with identified first aid and emergency resources which will be available for use during an emergency. In addition, a listing of emergency services, personnel and agencies (with telephone numbers) shall be listed in each school plan. Each school shall also have an Incident Command System chart designating individuals for each category of responsibility, as well as a list of staff trained in First Aid and CPR.
28. Each school building's Safety Committee shall review school security, resources, etc. and make recommendations to the building-level and central administration for improvements.
29. During the course of the school year all buildings shall conduct site drills as well as participate in a county- wide drill in order to test building plans. These plans include procedures for contacting parents and guardians directly or via the media. See the drills schedule in this plan.
30. Buildings shall have ongoing communication between and among members of the school community about school safety.
31. Students will be encouraged to communicate and be open and knowledgeable about potentially violent incidents through in-school programs, assemblies, as well as through school clubs and organizations.
32. All school buildings shall formulate anti-bullying procedures and programs. Teach avoidance techniques and coping skills. Define what constitutes bullying activity (DASA training). (Including physical, verbal, and psychological aspects of bullying) and communicate that definition to staff and students. Promote intervention as well as support services for victims.
33. School safety teams shall become aware of gang-related clothing, behavior, etc. through sharing of information with local law enforcement agencies.
34. Schools shall establish standards for how people should treat each other through in-school programs and classroom reinforcement.

35. Schools may use the New York State Police Safe Schools Programs and Crime Scene Response plan for training.
36. Schools shall establish channels of communication with students who feel alienated, isolated, or have low self-esteem.
37. Schools shall use Intervention Programs such as: Peaceful School Bus, Banana Splits, Cornerstones, Dare, DASA, PBIS, Character Education and PAVE training for staff.
38. Vital Educational Agency Information; The Highland Falls - Fort Montgomery Central School District shall have located in the School main offices, Superintendents' and Assistant Superintendents' Offices information on school population, number of staff, transportation needs, and the business and home telephone numbers of key school officials.
39. Vital School Information: Information specific to each individual building shall be maintained in the Principal's office of each building (keys, maps, information regarding attendance / occupancy) for law enforcement / first responders.
40. *Communication: School Building Principals and administrators shall conduct meetings with all students and staff to:*
 - inform students of the proper procedures to access staff
 - inform students that staff will be available to discuss any concerns/problems
 - train all staff members to recognize, and effectively deal with bullying, harassment, and violent behaviors
 - provide review of clear and concise enforceable, consequences for all inappropriate behaviors which follow the Code of Conduct, and be sure that all building occupants are familiar with the building level safety plan
 - Code of Conduct: Refer to Code of Conduct on website, policy manual, other sources.
 - Hazard Identification: Each school in the District shall identify in their building safety plans potential internal or external hazards and potential emergency sites. These hazards and sites must be clearly indicated on the buildings site plan and building map.
41. **“IF YOU SEE SOMETHING, SAY SOMETHING”**
 - Promotion of this idea is extremely important – all building occupants should know that they should speak up if they encounter a safety or security issue, and know who to tell. This could make the difference when it counts. Staff should also know that it is important to:
 - Assist in calming disturbances and crowd control.
 - Bring any fire hazards and building safety problems to the attention of the building administrator.
 - Alert building administrator about altercations/problems.

- Report vandalism and unsecured areas to the building administrator.

42. Information regarding District Protocols for the Hiring, Screening, and Orientation Process of all School Personnel:

- Compliant new/potential employee screening and hiring processes (i.e. fingerprinting, certification, references, etc.), SAVE Legislation and OSPRA (NYS Office of School Personnel Review and Accountability)
- Information regarding district policies and protocols for safety
- Building access protocols, identification badges
- Right-to-know training
- Blood borne pathogen training
- First Aid/CPR – AED if applicable

43. More information regarding risk reduction, prevention and intervention strategies:

It is important to prepare a threat assessment strategy so that when a threat occurs, everyone will know there is a policy and understand what actions to take. Threats are alarming statements or behaviors that give rise to concern about subsequent violence.

Among the possible components of threat assessment strategies are:

1. Identifying imminent warning signs for the potential of violent behavior
2. Establishing a response to situations of potential violence in the schools

In order to identify threats, school officials are advised to focus on individuals' thinking and behavior as indicators of their progress on a pathway to violent actions. Avoid "profiling" or basing assumptions on socio-psychological characteristics. In reality, accurate "profiles" for those likely to commit acts of targeted violence do not exist. School shootings are infrequent and the great majority of individuals who happen to match a particular profile do not commit violent acts. In addition, many individuals who commit violent acts do not match pre-established profiles.

Focus on individuals who pose a threat, not only on those who explicitly communicate a threat. Many individuals who make direct threats do not pose an actual risk, while many people who ultimately commit acts of targeted violence never communicate threats to their targets. Prior to making an attack, potential aggressors may provide evidence they have engaged in thinking, planning, and logistical preparations. They may communicate their intentions to family, friends, or colleagues, or write about their plans in a diary or journal. They may have

engaged in “attack- related” behaviors: deciding on a victim or set of victims, determining a time and approach to attack, and/or selecting a means of attack. They may have collected information about their intended target(s) and the setting of the attack, as well as information about similar attacks that have previously occurred.

44. ASSESSING THE THREAT

Once individuals who may pose a threat have been identified, ten key questions should guide the assessment of the threat:

1. What motivated the individual to make the statement or take the action that caused him/her to come to attention?
2. What has the individual communicated to anyone concerning his/her intentions?
3. Has the individual shown an interest in targeted violence, perpetrators of targeted violence, weapons, extremist groups, murder or suicide?
4. Has the individual engaged in attack-related behavior, including any menacing, harassing, and/or stalking-type behavior?
5. Does the individual have a history of mental illness involving command hallucinations, delusional ideas, feelings of persecution, etc., with indications that the individual has acted-on those beliefs?
6. How organized is the individual? Is he/she capable of developing and carrying out a plan?
7. Has the individual experienced a recent loss and/or loss of status, and has this led to feelings of desperation and despair?
8. Corroboration: What is the individual saying, and is it consistent with his/her actions?
9. Is there concern among those that know the individual that he/she might take action based on inappropriate ideas?
10. What factors in the individual’s life and/or environment might increase/decrease the likelihood of the individual attempting to attack a target?

45. IMMINENT WARNING SIGNS FOR THE POTENTIAL OF VIOLENT BEHAVIOR

- Talks about violence and has a specific plan.
- Talks about violence and/or expresses violence in writings and drawings.
- Severe expressions of rage often for minor reasons (i.e. hanging head against the wall, unstoppable screaming). Tortures animals.

- Frequently fights with peers and/or family members.
- Access to family or own firearms and capable of competent use. History of suicidal or other self-destructive behavior.

46. EARLY WARNING SIGNS FOR THE POTENTIAL OF VIOLENT BEHAVIOR

- Social withdrawal/lacks commitment or connection to a group or persons.
- Excessive feelings of isolation and being alone.
- Excessive feelings of rejection.
- Often the victim of aggression, bullying, or other violent acts. Feelings of being picked on/persecuted.
- Low school interest/poor academic performance.
- Patterns of impulsive, chronic hitting, intimidation, and/or bullying behavior. Regularly involved in behavioral/discipline problems.
- Behavioral difficulties at an early age - the earlier the problems, the higher the likelihood of serious problems in adolescence.
- Past history of violent and aggressive behaviors.

47. STAFF RESPONSE TO SITUATIONS OF POTENTIAL VIOLENCE IN SCHOOL

If a staff member becomes aware of a student's threat or actual act of violence:

- Staff member will immediately notify the principal and/or designees
- The principal and/or designees will notify appropriate members of the building response team*
- The principal and/or designees will arrange to have student immediately escorted to principal's office
- There shall be NO STOPS, NO EXCEPTIONS, NO QUESTIONS
- The student, at all times, will be attended by one or more adults
- The crisis team will conduct a joint assessment of student (Principal, Intervention Specialist, Assistant Principal, Dean of Students, Psychologist, Social Worker)
- Other staff will simultaneously conduct an investigation of the incident
- Student's parents will be notified and required to participate in an immediate school conference
- When a more general threat is made to a large, unspecified group, the principal and/or designees will determine the course of action.

48. AS A RESULT OF THE JOINT ASSESSMENT AND INVESTIGATION:

A. HIGH RISK DETERMINATION

- Inform police immediately

- Have the student receive an immediate psychiatric evaluation if deemed appropriate.
- Notify potential victim (s) and potential victim (s)' parents
- Develop a safety plan with the potential victim (s) and potential victim (s)' parents
- Recommend other interventions/services if indicated
- Refer for discipline

B. LOWER RISK DETERMINATION

- Discuss with student and his/her parents the significance of the incident and possible intervention measures
- Notify potential victim (s) and potential victim (s)' parents
- Develop a safety plan with the potential victim (s) and potential victim (s)' parents
- Refer for support services, peer mediation and/or outside services if indicated
- Refer for discipline if indicated

C. AT THE CONCLUSION OR THE POTENTIAL INCIDENT OF VIOLENCE:

- A written summary shall be prepared by the Principal
- Involved personnel shall debrief

*Notify Director of Special Education whenever a CSE student is involved

49. THE DIGNITY FOR ALL STUDENTS ACT (DASA)

What is DASA?

The Dignity for All Students Act (The Dignity Act) was established with the broad legislative intent to provide a school environment free of discrimination and harassment.

What does the New York State Education Department (NYSED) have to do?

The Commissioner shall promulgate regulations to assist schools in implementing this legislation. The Commissioner shall create procedures under which material incidents of discrimination and harassment on school grounds or at a school function are reported to the department on an annual basis.

The Commissioner shall provide direction which may include development of model policies related to preventing discrimination and harassment.

What does my Board of Education have to do?

Develop policies intended to create a school environment that is free from discrimination or harassment. Develop guidelines for school training programs to discourage discrimination or harassment that are designed to:

- Raise awareness and sensitivity of school employees to potential discrimination or harassment and; To enable employees to prevent and respond to discrimination or harassment.
- Develop guidelines relating to the development of non-discriminatory instructional and counseling methods and
- Require that at least one staff member be trained to handle human relations issues.

Who is protected under this legislation?

Identified in the legislation are those who are subjected to intimidation or abuse based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Do schools need to provide this information to the public?

A plain-language copy of the board approved Code of Conduct must be made available to the public.

How does The Dignity Act define “Harassment?”

Harassment is defined as “creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being...”

What training will schools have to provide?

School districts will need to develop policies intended to create an environment that is free of discrimination or harassment and to establish guidelines for school training programs.

Why is The Dignity Act necessary?

The Act provides a response to the large number of harassed and stigmatized students skipping school and engaging in high risk behaviors by prohibiting discrimination in public schools and establishing the basis for protective measures such as training and model policies. The Dignity Act takes a major step in creating more nurturing environments in all our schools.

How does The Dignity Act relate to SAVE?

NYSED with the New York State Center for School Safety (NYSCSS) is developing guidance to correlate components of SAVE as they relate to The Dignity Act.

When is The Dignity Act effective?

The Dignity Act became effective on July 1, 2012.

For more info:

New York State Center for School Safety
175 Route 32 North
New Paltz, NY 12561
Phone: 845-255-8989 Fax: 845-255-3836 E-mail: scss@ulsterboces.org
<http://nyscenterforschoolsafety.org>

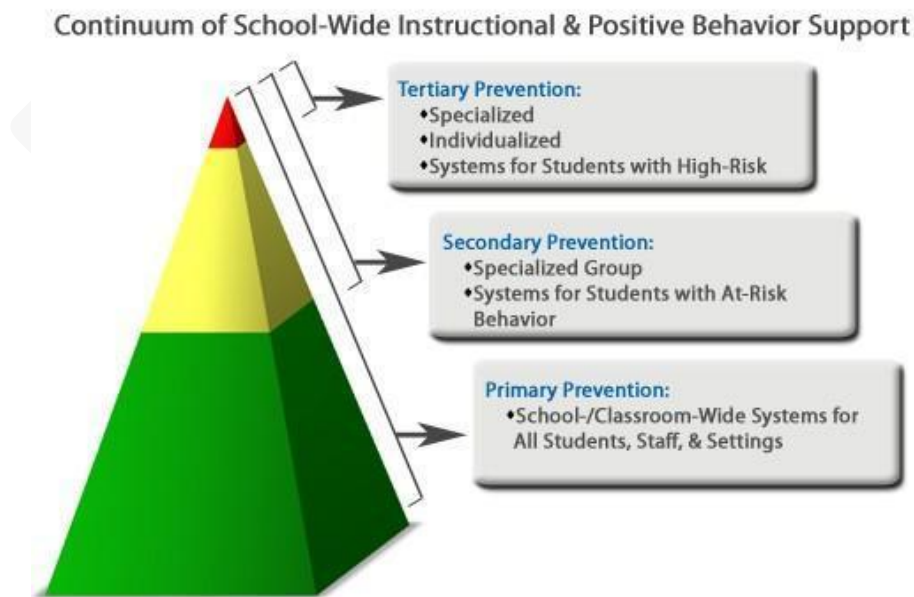
50. SCHOOLWIDE PBIS

What is School-wide Positive Behavior Interventions & Supports (PBIS)?

Numerous products are available for school personnel, parents, and care-providers, all with the promise of erasing targeted behaviors. Unfortunately, no magic wand single-handedly works to remove the barriers to learning that occur when behaviors are disrupting the learning community. The climate of each learning community is different; therefore, a one size fits all approach is less effective than interventions based on the needs of each school.

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

The following diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:



Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?" In the infamous words of a TV personality, "How is that working out for you?"

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

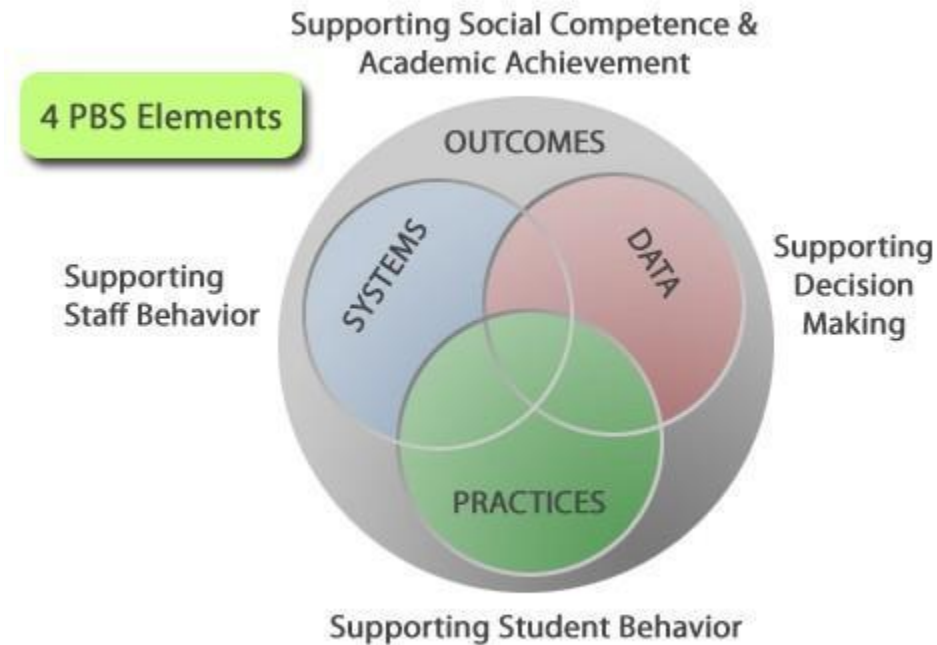
What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within ongoing school reform efforts.

An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on:

1. Outcomes
2. Practices
3. Data
4. Systems

The diagram below illustrates how these key elements work together to build a sustainable system:



1. Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
2. Practices: interventions and strategies that are evidence based. (How will you reach the goals?)
3. Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
4. Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

50. TRAININGS, DRILLS AND PRACTICE

During the course of the school year buildings shall conduct site drills as well as participate in a county-wide BUS drill in order to test plans. These plans include procedures for contacting parents and guardians directly through a phone tree or via the media.

DRILL REQUIREMENTS

DRILL TYPE	ANNUAL # REQUIREMENT	SCHEDULE
FIRE EVACUATION	8	SEPTEMBER-DECEMBER / JAN.-JUNE
WEATHER EMERGENCY	1	ANYTIME WHILE SCHOOL IS IN SESSION
BUS EVACUATION	3	BUILDING-WIDE WHILE SCHOOL IS IN SESSION
LOCKOUT/LOCKDOWN	2	SEPTEMBER-DECEMBER / JAN.-JUNE

APPENDIX C
School Building Level Safety Planning Guide:
Response Protocols

SCHOOL BUILDING LEVEL SAFETY PLANNING GUIDE

1. RESPONSE PROTOCOLS

NOTE: The first four pages of this Appendix reiterate the District-Level Response Protocols as they provide a strong foundation for the development of the Building-Level Response Protocols. Situation-specific Building-Level information begins on page 58.

2. NOTIFICATION AND ACTIVATION (INTERNAL & EXTERNAL COMMUNICATIONS)

The following forms of communication are used by the Highland Falls - Fort Montgomery Central School District for informing all educational agencies within the District of a disaster or an act of violence:

- Regular Telephone and automated calling system
- FAX
- Email
- Cellular Phones
- District Radio System
- National Weather Service
- Local Media/Radio/TV
- Internet and website
- School Bus Radio System

3. SITUATIONAL RESPONSE DEFINITIONS

- **Incident** –An event that disrupts everyday functioning, but does not pose an immediate danger to life or property.
- **Emergency** - A dangerous event that disrupts everyday functioning but does not result in a request for assistance from the state and/or federal government.
- **Disaster** -A dangerous event causing significant human and/or economic loss and demands a crisis response beyond the scope of a single agency or service.

4. MULTI-HAZARD RESPONSE

- a. Know types of incidents that must be reported to local law enforcement agencies.
- b. Know procedures for preservation of a crime scene.

- c. Each school building shall be equipped with identified first aid and emergency resources which will be available for use during an emergency. In addition, a listing of emergency services, personnel and agencies (with telephone numbers) shall be listed in each school plan.
- d. Each school shall also have an Incident Command System chart designating individuals for each category of responsibility, as well as a list of staff trained in First Aid and CPR.
- e. Administrators have been instructed on the critical aspects of the Incident Command System. Identified staff will receive training on an on-going basis for their assigned role in this system.

(Plan continues on the next page.)

5. ARRANGEMENTS FOR OBTAINING EMERGENCY ASSISTANCE FROM LOCAL GOVERNMENT

When appropriate, during emergencies The Highland Falls - Fort Montgomery Central School District will make use of the local government agencies in the chart below. Additionally these four general emergency numbers may be used:

- Emergency 911
- Gas Leak 800-533-5325
- Orange & Rockland Utility 877-434-4100
- Poison Control Center 800-222-1222

AGENCY	CONTACT	PHONE
Orange County Sheriff's Office (Goshen, NY)	Sheriff	845-291-4033
NY State Police (Monroe Barracks)	Dispatcher	845-492-8625
Town of Highlands Police	Dispatcher	845-446-4010
HF Town Government	Supervisor	845-446-4280
Village of Highland Falls Police	Chief	845-446-4911
Village of Highland Falls Government	Mayor	845-446-3400
Highland Falls Fire Dept.	Chief	845-446-7223
Fort Montgomery Fire Dept.	Chief	845-446-7116
Orange Ulster BOCES	District Superintendent	845-291-0110
Town of Highlands Ambulance Corp.	Dispatcher	845-446-3101
Risk Management	Risk Manager	845-446-4911

West Point Tours (Bus Garage)	Dispatcher	845-446-4760
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6. PROTECTIVE ACTION OPTIONS

A. School Cancellation or Delay

The cancellation or delay of the Highland Falls - Fort Montgomery Central School District educational programs shall take place pursuant to the established procedures. The Superintendent of Schools shall consult with the bus contractor, highway departments or other pertinent agencies in making this decision.

B. Early Dismissal

Early dismissal shall be implemented under conditions when it is imperative to return students to their homes as quickly as possible (e.g. an impending blizzard). The decision to dismiss school early shall be made by the Superintendent or his/her designee. The bus contractor and building administrators are notified of the decision as well as local media and elementary parents via phone-trees / school messenger / radio / etc.

C. Emergency Evacuation

Emergency evacuation is implemented under conditions when it is no longer safe for students and staff to remain in the building (e.g. a hazardous materials spill). The decision to evacuate is made by the building principal or his/her designee. Once out of the building students will be assembled by class groups, or some other means, and at designated areas to be accounted for by staff members. In some cases, students will be taken to an alternative location off site. All students and staff shall remain outside the building until it has been deemed safe for them to return by local emergency responders and the school administration. If the decision is made to dismiss for the day, the conditions of section 2 apply.

D. Sheltering

Sheltering, inside the school, is implemented under conditions when it is safer for students and staff to remain inside the building than to evacuate or be dismissed early (e.g. a tornado warning). The decision to shelter students on site is made by the supervisor or his/her designee.

Where to shelter students and staff on site will depend upon the nature of the emergency. During a high wind advisory or tornado warning, for example, sheltering should take place at the building's lowest level in interior rooms or corridors (preferably away from windows & doors). Other emergencies may call for students and staff to remain where they are (i.e. lockdown).

A similar code system will be in place to inform staff members what actions to take. If the sheltering period is to be extended more than a few hours, arrangements to meet basic human needs (toilet facilities, water, food) will be accounted for. Sheltering off site may be required when students and staff cannot remain in the building or on school grounds but also cannot be dismissed.

Such conditions require that an alternative site be available and that a means of moving or transporting students be arranged.

E. STANDARD SAFETY PROTOCOLS

The next page has a quick reference protocol document for Lockdown, Fire, Lockout and Medical Emergencies. The pages following the purple quick-reference pages show detailed protocol descriptions for specific situations, which should be incorporated into Building-Level Safety Plans.

Highland Falls Fort Montgomery Central School District Standard Safety Protocols for Lockdown, Fire, Lockout and Medical Emergencies

LOCKDOWN

- Notification over the PA system that the building is in Lockdown Mode. Supplemental notification via radio, email or by other means may be used, but only in addition to the PA system (i.e. via radio if you are assigned to recess and outside the building).
- If you are a witness to any immediate or potential threat, call the main office immediately.
- Stop all activities.
- Gather students from the hallway into your classroom.
- Lock & close classroom door (handle should ALWAYS be set in lock position)
- Students and staff must remain in their rooms until further notice.
- Cover door windows with color paper.
- Turn off classroom lights and pull down window blinds.
- Move students away from windows/doorways to the least visible section of the room (students should be asked to sit on the floor).
- Account for all students.
- Cell phones must be set to vibrate only (NO RING).
- Maintain a quiet atmosphere.
- Do not answer the phone if it rings.
- Attendance verification will be done post building clearance.
- **DO NOT OPEN YOUR DOOR FOR ANYONE OR FOR ANY REASON. SCHOOL ADMINISTRATORS AND/OR LAW ENFORCEMENT OFFICIALS WILL ENTER YOUR ROOM IF NEEDED WITH A KEY.**
- If a fire alarm audible sounds, DISREGARD, and do not evacuate. Only if you see flames or smell smoke in the immediate area should you move to a safer location.
- If you are outside the building with students, you may have a radio. Upon lockdown notification, immediately corral students and prepare to move to a safe location. Further information will be communicated to you via radio.
- **RED LIGHT PROTOCOL:** A beacon light (red strobe) on the school building's exterior will be on and flashing during a lockdown or lockout emergency response. The light

	<p>indicates the building’s door access system has been shut down. Access is prohibited and no access will be granted. Please do not attempt to enter the building. It is not safe.</p>
<p>FIRE</p>	<ul style="list-style-type: none"> ● Notification via audible fire alarm. <i>If you see flames or smell smoke, if possible, pull the nearest fire alarm. Otherwise, immediately call the main office. Do not leave your classroom unattended for any reason.</i> ● Close all windows/doors and turn off lights in your classroom. ● Quietly and in an orderly fashion take your students and class list out of the building via the emergency route(s) indicated in the classroom (usually near the door). ● Immediately check to see that all children are accounted for once you are safely outdoors. ● Any pupil or staff member not accounted for must be immediately reported to the appropriate personnel. ● When the announcement for all clear is made, quietly return to your classroom.

<p>LOCKOUT</p>	<ul style="list-style-type: none"> ● Notification over the PA system that the building is in Lockout Mode. Also may receive email on classroom computers or call via radio. ● All exterior doors to the building will remain locked and be continually checked. ● If you are outside or have a physical education class, enter the building immediately upon radio notification. ● Keep students in the classroom or usual interior area, and continue to teach. Lunch, gym, etc. is ok. ● No one may leave the building under any circumstances and do not let anyone into the building. ● Wait for further instructions. ● RED LIGHT PROTOCOL: A beacon light (red strobe) on the school building’s exterior will be on and flashing during a lockdown or lockout emergency response. The light indicates the building’s door access system has been shut down. Access is prohibited and no access will be granted. Please do not attempt to enter the building. It is not safe.
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MEDICAL EMERGENCY	<ul style="list-style-type: none"> Contact the school nurse or the main office immediately in case of any medical emergency.
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F. BUILDING SYSTEM FAILURE

ACTION	RESPONSIBLE INDIVIDUAL
Upon discovery of a building system failure notify the Building Administrator.	First person on scene
Contact the Director of Facilities.	Building Administrator Maintenance Staff
Investigate the problem to determine the cause and assess danger to building occupants.	Maintenance Staff Building Administrator
If the problem can be readily fixed, initiate repairs.	Maintenance Staff
If the problem cannot be readily fixed and there is a danger to the health or safety of building occupants, initiate Evacuation Plan. Notify the Superintendent.	Building Administrator
If deemed appropriate, enact Early Dismissal Plan.	District Superintendent
Notify those in parental relation via local media and/or BlackBoard Connect, and/or Class Dojo, and/or telephone chains.	Building Administrator District Superintendent
Reopen the building once the problem has been corrected and all vital services (e.g. heat, water, electricity, sewer) are being provided.	District Superintendent

H. STRUCTURAL FAILURE

ACTION	RESPONSIBLE INDIVIDUAL
Upon detection of a suspected structural failure	First person on scene failure, notify the Building Administrator.
Contact supervisor of Buildings & Grounds.	Building Administrator
Investigate the problem to determine the cause & extent of damage.	Building Administrator Maintenance Staff
Assess danger to safety of building occupants	Director of Facilities Building Administrator Maintenance Staff
If the problem is deemed sufficiently dangerous, the Building Administrator initiates an Evacuation Plan. If problem does not appear to be an imminent threat continue normal operations	Director of Facilities
Notify district Superintendent.	Building Administrator
Initiate Early Dismissal Plan or continue normal operations.	District Superintendent
If the Early Dismissal Plan is initiated, notify those in parental relation via local media and/or BlackBoard Connect, and/or Class Dojo, and/or telephone chains.	Building Administrator District Superintendent
Contact the agency's architectural and or engineering firm to assess the problem and report.	District Superintendent Director of Facilities
Reopen the building once the problem has been corrected or find alternate facilities.	District Superintendent

I. BOMB THREAT

ACTION	RESPONSIBLE INDIVIDUAL
Upon receipt of a bomb threat phone call ask questions as listed on NYS Police Bomb Threat Instruction Card (see page 46).	Person receiving call
Record answers to questions. Use District caller ID and record incoming telephone numbers.	Person receiving call
Call 911 and listen carefully for instructions. Notify Building Administrator.	Person receiving call Other staff member
Use appropriate means to notify building staff (do not use fire alarm) and enact bomb threat response protocol.	Building Administrator
Notify District Superintendent.	Building Administrator
Upon their arrival, apprise law enforcement of the situation, follow instructions, and provide any necessary assistance.	Building Administrator
Upon recommendation from law enforcement, terminate emergency & return to normal operations or close building.	Law Enforcement Building Administrator District Superintendent
Report incident to Orange-Ulster BOCES Superintendent & State Education Department.	District Superintendent

BOMB THREAT RESPONSE FORM

BE ALERT!

GET SPECIFICS!

BE RESPONSIVE!

Person receiving the call	
Exact time of call	
Exact words of call	

QUESTIONS TO ASK:

1. When is the bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to explode? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your name? _____
10. What is your address? _____

CALLER'S VOICE (CIRCLE ALL THAT APPLY):

Accent	Crying	Giggling	Normal	Slurred
Angry	Deep	Lisp	Rapid	Squeaky
Broken	Disguised	Loud	Sincere	Stressed
Calm	Excited	Nasal	Slow	Stutter

DISTRICTWIDE SCHOOL SAFETY PLAN
COMMISSIONER'S REGULATION 155.17
NEW YORK STATE SCHOOL BOMB THREAT REPORT DATA

Name of School District: _____

Building: _____

Date of Incident: _____ Time of Incident: _____

School District Contact Person: _____

Contact Person Telephone #: _____

Description of Incident: _____

Name of Law Enforcement Agency Notified of Incident:

Law Enforcement Contact Person & Telephone Number:

Actual Class Time Lost as a Result of this Incident: _____

Actions Taken by School District in Response to Incident: _____

Attach Additional Sheets as Needed

Return Completed Report to:

Ms. Laura Sahr
NYS Education Department
Office of Facilities Planning
Room 1060 Education building Annex
Albany, New York 12234

Or FAX to: 518-486-5918

J. HOSTAGE TAKING INCIDENT

ACTION	RESPONSIBLE INDIVIDUAL
Identify & evaluate hostage taking.	First person on scene situation.
Notify the building administrator.	First person on scene Other staff member
Call 911, listen carefully to instructions. Notify District Superintendent Upon their arrival, apprise law enforcement of the situation, follow instructions, and provide any necessary assistance.	Building Administrator
Notify parent(s) or spouse.	Building Administrator District Superintendent
Upon recommendation from law enforcement, terminate emergency & return to normal operations or close building.	Law Enforcement Building Admin/Superintendent

K. KIDNAPPING

ACTION	RESPONSIBLE INDIVIDUAL
Identify & evaluate hostage taking.	First person on scene situation.
Notify the building administrator.	First person on scene Other staff member
Call 911, listen carefully to instructions. Notify District Superintendent Upon their arrival, apprise law enforcement of the situation, follow instructions, and provide any necessary assistance.	Building Administrator
Notify parent (s) or spouse.	Building Administrator District Superintendent

Upon recommendation from law enforcement, terminate emergency & return to normal operations or close building.	Law Enforcement Building Admin/Superintendent

L. PHYSICAL ASSAULT OR THREAT

ACTION	RESPONSIBLE INDIVIDUAL
In the event of a physical assault confrontation attempt .	Building Administrator to break up and de-escalate the situation.
After controlling the situation, notify other staff.	Other staff building administrators.
If necessary, call 911 to summon law enforcement.	Building Administrator
Upon their arrival, apprise law enforcement of the situation, follow instructions, and provide any necessary assistance.	Building Administrator
In the event of a threat, notify Building Administrator.	Person on scene
Evaluate the level of the threat and take appropriate action (e.g. call 911 to summon law enforcement, call District Superintendent).	Building Administrator

M. FLOOD

ACTION	RESPONSIBLE INDIVIDUAL
Be familiar with local flood plans.	Buildings & Grounds Building Administrator
If school is in session when flood watch and a warning is received, monitor weather and road conditions.	Transp. Supervisor/B+G Building Admin.(s) District Superintendent
Based upon weather and road conditions, take one of the following actions: 1. Continue normal school operations. 2. Enact Early dismissal Plan. 3. Enact Sheltering Plan.	Building Administrator District Superintendent
If Early Dismissal Plan or Sheltering Plan is enacted, notify those in parental relation via local media and/or BlackBoard Connect, and/or Class Dojo, and/or telephone chains.	Building Administrator

N. HAZARDOUS MATERIALS INCIDENT

If adequately trained, take appropriate actions to control spill. If not trained, keep others away and isolate the location of the spill.	First person on scene
Call 911 & the Department of Environmental Conservation.	First person on scene Other staff member
Notify Building Administrator	First person on scene
Notify District Superintendent	Building Administrator Other staff member
Upon their arrival, give fire service/emergency response personnel all relevant information and provide any necessary assistance.	Building Administrator Other Staff Members

Based on advice of emergency responders, take one of the following actions: <ol style="list-style-type: none"> 1. Enact Evacuation Plan 2. Enact Early Dismissal Plan 	Building Administrator District Superintendent
If Early Dismissal Plan is enacted, notify those in parental relation via local media and/or BlackBoard Connect, and/or Class Dojo, and/or telephone chains.	Building Administrator

Containment of material/control of area should be deliberated

O. SNOW/ICE STORM

ACTION	RESPONSIBLE INDIVIDUAL
If school is in session, monitor weather and road conditions.	Transportation / B&G District Superintendent
Based upon weather and road conditions, take one of the following actions: <ol style="list-style-type: none"> 1. Continue normal school operations 2. Enact Early Dismissal Plan 3. Enact Sheltering Plan 	Building Administrator District superintendent Director of Facilities
If Early Dismissal Plan or Sheltering Plan is enacted, notify those in parental relation via local media and/or BlackBoard Connect, and/or Class Dojo, and/or telephone chains.	Building Administrator

P. TORNADO WATCH/WARNING

ACTION	RESPONSIBLE INDIVIDUAL
Monitor NOAA Weather Radio	Building Administrator Director of Facilities District Superintendent
If Tornado Watch is issued, continue to	Building Administrator

monitor weather radio and utilize tornado spotters, if available. Curtail all outdoor activities.	Other staff members
If Tornado Warning is issued, immediately bring all students and staff inside the building and assemble in tornado sheltering locations.	Building Administrator Other staff members
Notify those in parental relation via local media and/or BlackBoard Connect, and/or Class Dojo, and/or telephone chains.	Building Administrator
After the tornado warning is discontinued, terminate the emergency and return to normal operation or close the building.	Building Administrator

Q. THUNDER/LIGHTING STORM

ACTION	RESPONSIBLE INDIVIDUAL
If school is in session, monitor weather and road conditions.	District Superintendent Transportation Contractor Buildings & Grounds
Curtail all outdoor activities.	Building Administrator
Based upon weather and road conditions take one of the following actions: <ol style="list-style-type: none"> 1. Continue normal school operations. 2. Enact Early Dismissal Plan. 3. Enact Sheltering Plan. 	Building Administer District Superintendent
If Early Dismissal Plan or Sheltering Plan is Enacted, notify those in parental relation via local media and/or BlackBoard Connect, and/or Class Dojo, and/or telephone chains.	Building Administrator

R. GAS LEAK

ACTION	RESPONSIBLE INDIVIDUAL
Upon the discovery of a gas leak or the detection of gas odors notify the building administrator.	First person on scene Other staff member
Notify Maintenance staff If location of leak is found or isolated (i.e. Maintenance staff in a science lab) activate emergency gas shutoff for that location. Make necessary repairs.	Building Administrator
If the cause of the leak is unknown, call 911 to alert fire service and call Orange & Rockland gas leak response.	Building Administrator
Evacuate the building according to established emergency escape plans.	All building occupants
Assemble in predetermined locations and perform head count.	Faculty members
Upon their arrival, apprise fire service & utility representatives of the situation, follow instructions, and provide any necessary assistance.	Building Administrator
After the fire chief returns control of the building back to the agency, terminate emergency and return to normal operation or close building.	District Superintendent Building Administrator

S. BUS ACCIDENT PROCEDURE

The purpose of this procedure is that the Highland Falls - Fort Montgomery Central School District is committed to ensuring the health and safety of its student and staff population, this procedure for the management of bus accidents has been established.

The following procedure is to be followed by all personnel involved in the transportation of Highland Falls - Fort Montgomery students.

In the event of accident ascertain code from driver:

CODE 1: Possible injuries of students, needs medical assistance or after school hours

CODE 2: Accident of minor nature, nurse needs to check out students. Moving/
non-moving vehicle, property damage/non-damage

CODE 3: Accident, Driver alone, NO STUDENTS ON BOARD

CODE 1:

1. Obtain location of accident (i.e. Mill Rd, Stone Ridge, or Rt. 209 and the nearest landmark)
2. Obtain Route number (i.e. Rt. 17B, Rt. 51CSE, Rt. 6A)
3. Call appropriate contractor
4. Call 911
5. Call the appropriate school nurse (or nearest nurse to accident scene)
6. School nurse to speak to all student passengers and any other involved individuals about possible injuries. Each student passenger shall be individually addressed in the school nurse's check for possible injuries and a list of all such children shall be compiled.
7. Pull out the student route sheet from black binder. Make 4 copies.
8. Give it to the Administrator going to the scene of the accident.
9. Print out 4 copies of the bus accident report from Versatrans. (This has birth dates on it)
10. Give it to the Administrator going to the scene of the accident.
11. Take the radio to your own desk to monitor school activity.
12. Call the appropriate administrator in charge of transportation
13. Call the appropriate principal(s)
14. Notify Superintendent of Schools
15. Call for another bus (if necessary)
16. Make sure routes are covered (if necessary)
17. Transportation Dept. to notify parents of accident(s), give a brief description involving their child. Do not alarm parents about injuries until all information is verified.

CODE 2:

1. Obtain location of accident (i.e. Mill Rd, Stone Ridge, or Rt. 209 and the nearest landmark)
2. Obtain Route number (i.e. Rt. 17B, Rt. 51CSE, Rt. 6A)
3. Call 911 if necessary
4. Call appropriate contractor
5. Call the appropriate school nurse (or nearest nurse to accident scene)

6. School nurse to speak to all student passengers and any other involved individuals about possible injuries. Each student passenger shall be individually addressed in the school nurse's check for possible injuries and a list of all such children shall be compiled.
7. Pull out the student route sheet from black binder. Make 4 copies.
8. Give it to the Administrator going to the scene of the accident.
9. Print out 4 copies of the bus accident report from Versatrans.(This has birth dates on it) Give to the Administrator going to the scene of the accident.
10. Take Black (school)radio to your own desk to monitor school activity.
11. Call the appropriate administrator in charge of transportation
12. Call the appropriate principal(s)
13. Notify Superintendent of Schools
14. Call for another bus (if necessary)
15. Make sure routes are covered (if necessary)
16. Notify parents of an accident, give brief description involving their child. Do not alarm parents to any injuries.

CODE 3: (No students on board)

1. Obtain location of accident (i.e. Mill Rd, Stone Ridge, or Rt. 209 and the nearest landmark)
2. Obtain Route number (i.e. Rt. 17B, Rt. 51CSE, Rt. 6A)
3. Call State Police: Ellenville 626-2800 Hurley: 338-1702
4. Call appropriate contractor to notify of a motor vehicle accident
5. Call the appropriate administrator in charge of transportation

BUS ACCIDENT INFORMATION NOTICE

ATTENTION

PARENT/GUARDIAN

BUS ACCIDENT INFORMATION FORM

NON-INJURY ACCIDENT, NO RESCUE SQUAD

ATTENTION! PLEASE BE AWARE YOUR CHILD'S BUS, WHILE TRANSPORTING YOUR CHILD HOME THIS AFTERNOON, WAS INVOLVED IN A MINOR ACCIDENT.

DISTRICT PERSONNEL/NURSES RESPONDED TO THE SCENE. FORTUNATELY, WE CAN REPORT THE FOLLOWING.

- NO STUDENT REQUIRED MEDICAL ATTENTION
- NO DAMAGE TO THE BUS. THE BUS WAS INSPECTED AND CLEARED TO CONTINUE.

ADDITIONAL INFORMATION AND SUGGESTED STEPS OF PROCEDURE ARE LISTED:

1. Discuss the accident with your son/daughter checking on their physical and mental well-being.
 2. Please contact your personal physician if needed.
 3. Please contact the school's nurse if further information is required.
 4. Transportation Dept. may be contacted during office hours for more information.
-

BUS ACCIDENT INFORMATION NOTICE

PARENT/GUARDIAN

BUS ACCIDENT INFORMATION FORM

NON-INJURY ACCIDENT

ATTENTION! PLEASE BE AWARE YOUR CHILD'S BUS, WHILE TRANSPORTING YOUR CHILD HOME THIS AFTERNOON, WAS INVOLVED IN A MINOR ACCIDENT.

DISTRICT & SCHOOL BUILDING PERSONNEL, AS WELL AS LOCAL EMT'S, RESPONDED TO THE SCENE. FORTUNATELY, WE CAN REPORT THE FOLLOWING.

- NO STUDENT REQUIRED MEDICAL ATTENTION
- ALL STUDENTS WERE EXAMINED BY THE EMT'S, OR SCHOOL NURSES
- ALL STUDENTS WERE MEDICALLY CLEARED & PERMITTED TO RETURN TO THE BUS
- NO DAMAGE TO THE BUS. THE BUS WAS INSPECTED AND CLEARED TO CONTINUE.

An attempt to contact the parent/guardian of each student is being made as soon as possible. The purpose of the "take home" notice is to employ an additional avenue of communication in case parental phone contact is unsuccessful

ADDITIONAL INFORMATION AND SUGGESTED STEPS OF PROCEDURE ARE LISTED:

1. Discuss the accident with your son/daughter checking on their physical and mental well-being.
2. Medical service questions or concerns should be directed to your personal physician as soon as possible.
3. In compliance with NY State law, Insurance claims for school bus accidents are processed through Parent/Guardian's no fault coverage.
4. Please contact the school's nurse if further information is required.
5. Transportation Dept. may be contacted during office hours for more information.

T. SUSPICIOUS PACKAGES OR MAIL

Building administrators and / or secretaries who receive / open mail for the building shall use caution when opening. See U.S.P.S. procedures for handling suspicious packages. Any threatening or potentially dangerous mail shall be reported to the District Superintendent's office immediately, prior to taking any further action, unless there is an immediate threat to safety or health, at which time a lockdown, lockout, evacuation, etc. may be activated using the appropriate protocols as indicated in this plan.

Recovery (post incident actions)*

After the Crisis:

1. Superintendent/Designee assesses the degree of support needed.
2. Notify BOCES in order to activate the County Crisis Plan (if necessary).
3. Designate a person to handle crowd control. (Incident Commander)
4. Gather staff together before dismissal for the day in order to provide an update. (Information Officer). Plan for deployment of support staff for the next day.
5. Assign a district spokesperson to communicate with the media.
6. Assess the needs of the community, e.g. community meetings to disseminate information; contacting PTO's to provide food and babysitting services for affected families.
7. Provide an early morning debriefing meeting for the next day for all the support service providers and appropriate internal staff. (Through Ulster County BOCES)
8. Assign counselors to buildings. (Director of Pupil Personnel)
9. Assign staff members to visit hospitals; e.g. nurses. (Director of Pupil Personnel)
10. Provide a press release (if appropriate). Superintendent
11. Monitor needs as the day progresses and modify accordingly (e.g. If a student is critical and should die during the school day). (Director of Pupil Personnel)
12. Determine the need to designate individuals to attend funerals. (Director of Pupil Personnel)
13. Continually apprise key people of the status of the situation as it changes. (Information Officer)
14. Hold an end of day session with counselors and staff to assess needs for the next day. (Incident Commander)
15. Repeat this process of holding meetings in the morning and at the end of the day. Hold meetings until it is determined that the crisis stage is over. Anticipate long-term effects on children, staff and community. The initial crises may give you an inaccurate read of the needs of your district since people are in shock. (Director of Pupil Personnel)

**See each individual emergency response for more details regarding recovery from an emergency event.*

SCHOOL CRIME SCENE MANAGEMENT

In July 2000, Governor Pataki signed the SAVE legislation. The legislation requires schools to develop policies and procedures to secure and restrict access to a crime scene in order to preserve evidence in cases of violent crimes on school property.

How to avoid contaminating crime scene evidence

Crime scenes often have some of the most important evidence - evidence that is critical in criminal cases. Only trained professionals, called Crime Scene Technicians, should collect and preserve the evidence.

Crime Scene Technicians say the biggest problem that they encounter is crime scene contamination. Therefore, before the professionals arrive, it is paramount that the crime scene remains as uncontaminated as possible. There are steps that can be taken by people who are the first to arrive at the scene to help protect the evidence. The following should guide schools in developing policies and procedures to manage school crime scenes. (Police agencies can be contacted to assist with additional education and training.) Since school employees will be first at a school crime scene, it is recommended that a person from the school staff be designated to manage the crime scene prior to police arrival. The acronym "RESPOND" should help school personnel remember how best to manage a school crime scene to minimize contamination. The letters in the acronym represent the words respond, evaluate, secure, protect, observe, notify and document.

Response

Personal safety - Your safety comes first! You can't help others if you are injured.

Organize your thoughts and formulate a plan on how to handle the situation. Make mental notes of your observations.

Evaluate

- Evaluate the severity of the situation. Is the crime/incident in progress or not?
School Emergency
- The Response Team should be calling 9-1-1 if appropriate.
- Identify all involved and uninvolved individuals in the area. Emergency response personnel should be offering aid to the victims.
- Be aware of weapons and hazards. Be aware of potential evidence.
- Don't touch anything unless necessary.

Secure

- Clear away uninvolved people.

- Establish a perimeter with survey or custodial tape, cones, desks. Police will adjust the perimeter if they need to.

Protect

- Safeguard the scene - limit and document any people entering the area. Don't use phones or bathrooms within the scene area.
- Don't eat, drink or smoke in the area of the scene.

Observe

- Write down your observations - these notes will be utilized to report crime scene management to responding police. Your notes could possibly be used at a later date in criminal court.
- Record detailed information - don't rely on your memory.

Notify

- Call 911 (Police/EMS/Fire Personnel), if not already called or there.

Document

- Take good notes - Such as: time, date, people at the scene, weather, doors open or closed, lights on or off and position of furniture. Be prepared to provide your notes and information to the police.

MASS ILLNESS/EPIDEMIC/PANDEMIC PLAN

ACTION	RESPONSIBLE INDIVIDUAL
Identify illness patterns.	School Nurse Building Administrator District Superintendent
Attempt to determine the causative or etiologic agent.	School Nurse
Notify District Superintendent.	Building Administrator
Notify the Orange County Health Department	Building Administrator District Superintendent School Nurse
Notify the parents of any stricken students.	Building Administrator
Meet with public health officials, apprise them of the situation, and provide any assistance necessary.	Building Administrator Assistant Superintendent District Superintendent School Nurse
If warranted, initiate Early Dismissal Plan.	Building Administrator District Superintendent
If Early Dismissal Plan is enacted, notify those in parental relation via local media and/or telephone chains.	Building Administrator District Superintendent
Reopen building upon advice from public health officials.	District Superintendent

****Prior to outbreak: Preparedness/prevention phase**

- Train administrators on incident command
- Inform / educate District employees about communicable symptoms and limiting the spread of germs
- Prepare informational docs for students and parents

- Train custodians and bus drivers on disinfectant procedures
- Identify public health officials and reporting / communication procedures
- Insure that standard surveillance / disease recognition procedures are in place and implemented

Outbreak/implementation phase (a determination has been made by County Health Officials and the District Nurse that a pandemic is in effect):

- The Incident Command Team / Essential Personnel will be assembled and will include: Superintendent, Deputy Superintendent, Assistant Superintendent, School Business Administrator, Director of School Facilities, Director of IT, Transportation, Teacher’s Representative, District Nurse, County Health Official, Payroll, Accounts Payable, Principals, B+G staff

Determine severity of pandemic (based on CDC pandemic severity index)

Category 1

- Begin surveillance reporting
- Letter to parents re prevention, info resource list, notification of possible future student dismissal
- Post prevention signs

Category 2

- Consider student dismissal and / or implementation of social distancing* policy – follow standard procedures for cancellations / dismissals
- *Social distancing – dismissal of students from schools, cancellation of school based activities, reduce out of school contacts / community mixing, cancel all public gatherings, modify workplace schedules, dismiss employees*, etc.
- A declaration of epidemic should be issued by County Health Official to school + press release
- Begin intensive surveillance reporting
- Letter to parents

Category 3-5

County Health declaration of pandemic and press release/notification of parents, employees

- Dismiss students
- Consider dismissal of employees*
- Cancel all events

- Determination of other factors
- Length of dismissal and its impact on instruction - Plan for instruction/revise calendar web-based, mailing of assignments, etc., work with SED on school day extensions, make up days, etc.
- Business Continuation
- Essential personnel – include all members of ICT plus B+G staff, business office staff, etc. Plan for payroll, accounts payable, communications
- Meeting the needs of special populations
- Continued communication with the Health Department, public, employees, etc.

Following outbreak phase

- Health Department issues declaration / press release that students and / or employees may return
- Letter to parents
- Return to heightened surveillance reporting

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APPENDIX D

Communicable Disease / Pandemic Plan

HIGHLAND FALLS-FORT MONTGOMERY CENTRAL SCHOOL DISTRICT

COMMUNICABLE DISEASE - PANDEMIC PLAN

Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. The Plan addresses the required components in the sections as noted below:

1. Prevention/Mitigation

- A. A list and description of positions and titles considered essential with justification for that determination.
- B. The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- C. A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

2. Protection/Preparedness

- A. Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

3. Response

- A. Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- B. Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying

exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.

- C. Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

4. Prevention/Mitigation:

- A. We will work closely with the Orange County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
- B. Report suspected and confirmed cases of influenza on the monthly school's Communicable Disease Report, (DMS-485.7/93; HE-112.4/81) and submit to: Orange County Department of Health, Bureau of Infectious Diseases.

Public Health Consultation and Immediate Reporting:

Coronavirus Hotline: 888-364-3065

Weekend/After-hours Consultation and Reporting: 845-360-6600

The Orange County Department of Health may monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.

- C. The Orange County Department of Health will help coordinate our Pandemic planning and response effort. The District-Wide School Safety Team will work with representatives from the Orange County Department of Health to review and approve all recommendations and incorporate them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the Assistant Superintendent for Curriculum, Instruction and Technology will also be an important team member. The Superintendent for Business, Director of Facilities, and Food Service Director will also be vital to the planning effort. Other non-traditional individuals may also be required for the team.
- D. The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan.
- E. The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials;

Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.

- F. We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

5. Essential Positions/Titles

- A. In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. The following information is addressed in the table below:

Job Title/Tier:

A list of positions/titles considered essential (could not work remotely) in the event of a state-ordered reduction of in-person workforce.

Justification:

Brief description of critical responsibilities that cannot be done remotely.

- B. For the purposes of identifying essential workers, the Highland Falls-Fort Montgomery Central School District has established three tiers of essential workers:

Tier I encompasses any position in which all job duties must be performed fully in person, with no exceptions.

Tier II includes positions in which some job duties must be performed in person, but some duties can be performed remotely.

Tier III designated employees can perform all duties remotely, except for potential emergencies that must be performed in person.

JOB TITLE / TIER JUSTIFICATION CHART (Listed Alphabetically)

JOB TITLE	TIER	JUSTIFICATION
Assistant Principal	Tier III	Continuity of building operations as needed by supervisor
Building Maintenance Worker	Tier I	Must be physically present to complete all job duties
Custodial Staff	Tier I	Must be physically present to complete all job duties
Building Principal	Tier III	Continuity of building operations as needed by supervisor
Bus Driver	Tier III	Continuity of operations as needed by supervisor
Bus Mechanic	Tier II	Continuity of operations as needed by supervisor
Bus Monitor	Tier III	Continuity of operations as needed by supervisor
Director of Facilities & Transportation	Tier II	Needs to be in person for supervision and coordination of cleaning
Assistant Superintendent Curriculum, Instruction & Technology	Tier II	State-related responsibilities, supervision of instructional staff. Continuity of remote learning technology and applications
Assistant Superintendent for Business	Tier II	State-related responsibilities, supervision of business office staff

Superintendent of Schools	Tier II	State-related responsibilities, supervision of building operations/staff
School Lunch Manager	Tier I	Must be physically present to supervise cafeteria employees
Full-Time Food Service Employee	Tier I	Must be physically present to facilitate food prep and distribution
Part-Time Food Service Employee	Tier I	Must be physically present to facilitate food prep and distribution
Clerical Staff	Tier III	Continuity of building operations as needed by supervisor
Computer Technician	Tier III	Continuity of building operations as needed by supervisor
School Psychologist	Tier III	Continuity of building operations as needed by supervisor
School Guidance Counselor	Tier III	Continuity of building operations as needed by supervisor
Secretary to Superintendent	Tier II	Allows for day to day operations of the district to continue
Secretary to Assistant Superintendent	Tier II	Allows for day to day operations of the district to continue

School Nurse	Tier II	May be called upon to be physically present at anytime
Teacher	Tier III	Prepare lessons and student instructional materials
Teaching Assistant Classroom/Special Education	Tier III	Prepare student materials

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PROTOCOLS ALLOWING NON-ESSENTIAL EMPLOYEES TO TELECOMMUTE ENSURE DIGITAL EQUITY FOR EMPLOYEES

Mobile Device ASSESSMENTS:

- Survey agency departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
- Conduct a cost analysis of technology device needs

Internet Access Assessments:

- Survey agency departmental staff to determine the availability of viable existing at-home Internet service
- Conduct a cost analysis of Internet access needs

Providing Mobile Devices and Internet Access:

- To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
- To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

- To the extent possible, have knowledge of the level of access to devices and high speed broadband all students and teachers have in their places of residence;
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Mobile Devices Delivery:

Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)

- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
- Identify students' technology needs to include adaptive technologies
- Use the Asset Tracking Management System procedures to check out all mobile devices
- If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
- Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet.

Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, the district is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy.

The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by
- State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The Highland Falls-Fort Montgomery Central will utilize these base strategies and expand upon them as necessary to address any public health emergency.

Protection/Preparedness:

- We will collaborate with our partners from the Orange County Department of Health, Police Department, and others to send consistent messages to the school community on pandemic related issues.
- The District-wide Command Center will be at **James I. O’Neill High School**, with the alternate at **Highland Falls Intermediate School**, and will be activated at the direction of the School District Incident Commander.

We have established our District-wide Incident Command Structure as noted below:

NOTE: The main HFFMCSD phone number is (845) 446-9575

TITLE	NAME	PHONE
Superintendent	Michael McElduff	ext.1300
Assistant Superintendent for Curriculum, Instruction & Technology	Rachel Adelstein	ext. 1400
Assistant Superintendent for Business	Christopher Carballo	ext. 1103
Director of Facilities/Transportation	Christopher Kirwan	ext. 1250
O’Neill High School Principal	Robin Haberman	ext. 2500
O’Neill High School Assistant Principal	Thomas Breitfeller	ext. 2500
HF Intermediate School Principal	Yashira Maldonado	ext. 3500
HF Intermediate School Assistant Principal	Felecia WilliamsKelly	ext. 3500
Fort Montgomery Elem School Principal	Jacqueline Rodriguez	ext. 4500
Athletic Director	Bryan Wilson	ext. 2700
Director of PPS	Beth Hordines	ext. 3610

1. Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans.

2. Our Incident Command System will complement and work in concert with Federal, State, and Local Command Systems.
3. Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include websites, school postings, general mailings, e-mails, special presentations; phones and cell phones, texting; reverse 911 systems, and the public media.
4. The Superintendent of Schools will retain responsibility for establishing and maintaining contact with accepted media partners. He/She will work closely with the Assistant Superintendent of Curriculum, Instruction and Technology to assure proper functioning of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.
5. Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services.
6. Overall Operations – we have defined the following decision-making authority for the district:
 - a. The **Superintendent, Assistant Superintendents, High School Principal**, and the **Director of Facilities** shall make up the district decision-making authority. Recognizing the need for these essential individuals to have frequent communication, while our primary communication will be through our normal phone system, we may also utilize hand-held radios, cell phones, and district email.
 - b. **The Business Office** is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities.
 - c. Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The **Director of Facilities** or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. He/She will also provide building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems).
7. If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant

and left to dry. Training for teachers on this process will be provided when needed. At no time will products not approved by the school district be utilized.

8. The **Superintendent** or his/her designee will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by The Superintendent.
9. **District Administration** will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Superintendent or school building administrators will help to decide if schools need to be closed.
10. Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period to determine the best methods to leverage to help ensure continuity of instruction will be maintained.

Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- A. The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- B. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- C. Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- D. Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- E. Masks will be required at all times, with the exception of scheduled mask breaks and meals.
- F. Procurement, other than very basic preliminary purchases will be done on a consolidated basis to ensure the District is getting the most for its PPE dollars.
- G. Teach and reinforce use of face coverings among all staff.
- H. We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection.
- I. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with outside groups if necessary to provide this capability.
- J. Parents will be encouraged to provide face coverings for students. However, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

The Facilities Department is working with programs to determine the overall PPE needs of the Agency. Centralized purchasing will be used when possible.

Disposable Face Covering Supplies

Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	100 masks per week	1200	600	300	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/ Staff	500	600	3000	1500	5 Disposable Masks per Week per Teacher
Nurse/ Health Staff	1000	12,000	6000	3000	Masks per Week per School Nurse

PPE for High Intensity Contact with Students

Item	1 week Supply for 1 Staff	12 Week Supply	Assumptions
Disposable nitrile Gloves	10	120	10/week/staff
Disposable gowns	10	120	10/week/staff
Eye protection	2	n/a	2 Reusable per staff
Face shields	2	n/a	2 Reusable per staff
Waste disposal medium	1	n/a	1 unit/staff total
N-95 Respirators*	10	120	10/week/staff

*Note: N-95 respirators are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.

Response:

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The Superintendent will work closely with the Assistant Superintendent for Curriculum, Instruction and Technology to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the Superintendent will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.

- The Assistant Superintendent for Business will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Assistant Superintendent for Business will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Director of Facilities will meet with staff and monitor ability to maintain essential function. He/She will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Director of Facilities will work closely with the Assistant Superintendent for Business or designee to implement different phases of the Plan as necessary.
- The Superintendent of Schools will meet with staff to review essential functions and responsibilities of back-up personnel. The Superintendent of Schools will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be enacted as noted above.
- If the decision is made to close a school building the school district will notify the NYS Education Department and District Superintendent at the local BOCES.

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

1. Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and door knobs/handles
2. Dust- and wet-mopping or auto-scrubbing floors
3. Vacuuming of entryways and high traffic areas
4. Removing trash
5. Cleaning restrooms
6. Wiping heat and air conditioner vents

7. Spot cleaning walls
8. Spot cleaning carpets
9. Dusting horizontal surfaces and light fixtures
10. Cleaning spills

Classroom/Therapy Rooms:

The district will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with disabilities where multiple tools are used for communication, mobility, & instruction.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. If users cannot maintain six feet of distance, they shall wear a mask. Signage should be posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

1. Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
2. Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
3. Hand hygiene stations will be provided and maintained, including hand washing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
4. Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
5. Regular cleaning and disinfection of restrooms will be performed.
6. Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
7. Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.

8. Additional paper towel dispensers may be installed in other designated spaces.

Upon request, Facilities Services will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between uses, as much as possible.

Examples of frequently touched areas in schools may include:

1. Bus seats and handrails.
2. Buttons on vending machines and elevators.
3. Changing tables.
4. Classroom desks and chairs.
5. Door handles and push plates.
6. Handles on equipment (e.g., athletic equipment).
7. Handrails.
8. Dance studio floors.
9. Kitchen and bathroom faucets.
10. Light switches.
11. Lunchroom tables and chairs.
12. Related Services Spaces.
13. Shared computer or piano keyboards and mice.
14. Shared desktops.
15. Shared telephones.

Hand Sanitizing:

Hand sanitizer dispensers will be located and installed in approved locations. Hand sanitizer bottles will be distributed to staff as approved by the Central Administration. The district will ensure that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash removal:

1. Trash will be removed daily.
2. Garbage cans or processes for collecting trash during lunch periods in classrooms will be increased where necessary.
3. No-touch trash receptacles will be utilized, where possible.
4. Documenting Precise Hours/Work Locations of Essential Workers
5. It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis.

Emergency Housing for Essential Employees

In the event that an essential employee is in need of emergency housing, the Highland Falls-Fort Montgomery Central School District will refer the employee to the appropriate public health contact who will secure available emergency housing. When necessary, the district will communicate with local public health officials to identify the employee as an essential worker.

If it is necessary for the school district to establish school building shelter sites, the district will work in cooperation with the Orange County Office of Emergency Management which may be utilized in the event of any emergency situation. If deemed necessary, school districts will work closely with the Office of Emergency Management to determine housing options.

Recovery:

1. Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
2. We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
3. We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
4. Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
5. The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned. Information from the Superintendent, Assistant Superintendent for Business, Director of Facilities, and the Assistant Superintendent for Curriculum, Instruction and Technology will be vital to this effort.
6. Curriculum activities that may address the crisis will be developed and implemented.

Emergency Remote Instruction Plan

District-wide School Safety Plan (DWSSP)

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 Highland Falls - Fort Montgomery Central 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: [7110 Student Attendance](#), [7315 Student Acceptable Use Policy](#), [8340 Instructional Materials and Non-Public School Students](#), [8271 Internet Safety/Internet Content Filtering](#), [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 Highland Falls - Fort Montgomery Central 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 School Tool Student Information System database. When students do not have internet access, the district works with the families to develop a plan to provide a wireless access point “hotspot”, and/or instructional materials for them as well as a process for recording attendance and grading. The district would work with the community to identify 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 procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

HFFMCS D EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: 5100 Student Attendance, 7110 Student Attendance , 7315 Student Acceptable Use Policy , 8340 Instructional Materials and Non-Public School Students , 8271 Internet Safety/Internet Content Filtering , Code of Conduct
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<p>INTERNET AND DIGITAL DEVICE ACCESS</p>	<p>The school district provides all students in grades K-12 access to a personal computing device [K-8 Chromebooks; 9-12 laptops]. 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>
<p>PEDAGOGY</p>	<p>All teachers in grades K-2 will use SeeSaw and all teachers in grades 3-12 will use Google Classroom 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:</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>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.</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. 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>

<p style="text-align: center;">STUDENT EXPECTATIONS</p>	<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. All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meet sessions. Mute yourself as directed by your teacher Cameras are to be kept on during classroom meets unless other arrangements with your teacher have been previously made. Students are expected to work in an appropriate setting when participating remotely / on-line. 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.</p>
<p style="text-align: center;">DAILY SCHEDULE</p>	<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. [Teachers must be available virtually for academic support as they would be for in-person instruction].</p>
<p style="text-align: center;">COMMUNICATION PROTOCOL: INTERVENTION</p>	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.</p>
<p style="text-align: center;">SPECIAL SERVICES</p>	<p>School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. Please see this document for specific guidelines.</p>

<p>NON- INSTRUCTIONAL SERVICES</p> <p>TRANSPORTATION</p> <p>FOOD SERVICE</p> <p>MAINTENANCE</p> <p>CUSTODIAL</p> <p>CLERICAL/ ADMINISTRATIVE</p> <p>SUPPORT</p>	<p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p>
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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, if the school district has three (3) remote instructional days in a school year, then it will claim an estimated total hours for State Aid purposes due to emergency conditions as follows:

Grades K-5: 6 hours, 15 minutes X 3 days = 18 hours, 45 minutes
Grades 6-8: 6 hours, 36 minutes X 3 days = 19 hours, 48 minutes
Grades 9-12: 6 hours, 35 minutes X 3 days = 19 hours, 45 minutes
For a district-wide estimated total of 58 hours, 18 minutes]

TRANSPORTATION

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

REPORTING

IMMEDIATELY

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

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

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

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

ANNUALLY BY JUNE 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.