2026-2027

CLINTON CENTRAL SCHOOL

DISTRICT-WIDE SCHOOL SAFETY PLAN

Commissioner's Regulation 155.17

INTRODUCTION

School districts are *required* to develop a District-Wide School Safety Plan (DWSSP) to address emergencies and violent incidents. These plans are meant to be implemented quickly and effectively. The DWSSP aims to: prevent or minimize the impact of serious violent incidents and emergencies and facilitate coordination between the district and local/county resources during such events, and serve as a framework for the more detailed Building-Level Emergency Response Plan (BLERP) that is required at each individual school building.

School districts face a wide range of potential threats, including acts of violence, natural disasters, and technological disasters. New York State's Safe Schools Against Violence in Education (SAVE) law mandates comprehensive planning to address these threats. This includes planning for:

- **Risk reduction/prevention**: Strategies aimed at reducing the likelihood of violent incidents and emergencies.
- **Response**: Clearly defined actions to be taken during various emergency situations.
- **Recovery**: Procedures for supporting students, staff, and the community in the aftermath of an incident.

School districts/BOCES are expected to regularly review and update their DWSSPs to ensure they remain relevant, effective, and in compliance with ever changing state regulations.

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DISTRICT-WIDE SCHOOL SAFETY TEAM

Purpose:

The Clinton Central School District-Wide School Safety Plan was developed in accordance with Commissioner's Regulation 155.17. The District Superintendent, acting under the direction of the School District Board of Education, appointed a District-Wide School Safety Team to create and maintain this plan.

Identification of the District-Wide School Safety Team:

The District-Wide Safety Team includes representatives from various stakeholder groups, as required. These groups include (but are not limited to):

- School board
- Teacher organizations
- Transportation personnel (including bus drivers and monitors)
- Administrator organizations
- School safety personnel
- Parent organizations
- Law enforcement
- Student (at the discretion of the Board of Education and may not be provided any confidential plan information)
- Other school personnel, as needed

The District-Wide School Safety Team is to be approved by the Board on August 25, 2026	
Member Name	**Title**
Mr. Christopher Clancy	Superintendent
Mr. Patrick LaVeck	Board of Education
Mr. Ethan Martin	School Business Administrator
Mr. Edward Waskiewicz	High School Principal
Dr. Amie Johnson	Middle School Principal
Mrs. Meggan Alt	Elementary School Principal
Ms. Elizabeth Ganey	Director of Pupil Personnel
Mr. Robert Bentley	Director of Athletics, Assistant Principal MS/HS
Ms. Karen Holton	ES Assistant Principal
Mr. Ben Getter	Transportation Lead
Mr. Nicholas DeBella	Building & Grounds Lead

Mrs. Jennifer Mitchell	Nurse
Mrs. Heidi Venero	Parent
Mrs. McKinley Zalewski	Parent
Mr. Derek Marks	Parent, SPO
Mrs. Christy Colangelo, BOCES Safety Services Team	Safety & Emergency Services, OHM Boces
Ms. Mary Heintz	Office Staff, CSEA
Mrs. Sarah Saunders	Office Staff
Mrs. Wendy Colburn	High School Teacher, CTA
Mrs. Judith Scoones	MIddle School Teacher, CTA
Mrs. Kelly Landry	Elementary School Teacher, CTA
Mr. Keith DeStefanis	Theater Personnel
Lt. Carey J. Phair, Sgt. Aaron Avard	Oneida County Sheriff's Office
Bill Roberts, Mark Dembrow, Keith Grogan, Derek Marks	Special Patrol Officers
Mr. Eric Mosher	Clinton CSD Facilities / Staff, Clinton Fire Department

IDENTIFICATION OF THE CHIEF EMERGENCY OFFICER (CEO)

The Chief Emergency Officer (CEO) related to school safety and emergency preparedness duties include, but are not limited to:

1. **Communication Coordination:** The CEO coordinates communication between school staff, law enforcement, and other first responders during emergencies.

2. **District-Wide School Safety Plan Leadership:** The CEO leads the District-Wide School Safety Team in:

    - Completing and updating the District-Wide School Safety Plan annually by **September 1st**.
    - Coordinating the District-Wide School Safety Plan and Building-Level Emergency Response Plan(s) for each school building.
    - Ensures that all staff members understand the District-Wide School Safety Plan.

3. **Building-Level Plan Oversight:** The CEO ensures that each school building completes and annually updates its Building-Level Emergency Response Plan.

4. **Security Technology:** The CEO assists in selecting security-related technology and developing procedures for its use.

5. **Safety Training Coordination:** The CEO coordinates appropriate safety, security, and emergency training for all district and school staff, including the mandatory annual training on emergency response procedures by **September 15th**.

6. **Drill Coordination:** The CEO ensures that required evacuation and lockdown drills are conducted in all district buildings as mandated by Education Law Section 807.

Chief Emergency Officer (CEO)	
The School District/BOCES has appointed Ethan Martin as the Chief Emergency Officer.	
Title	School Business Administrator
Contact Information	*emartin@ccs.edu; 315-557-2286*
The Board appointed Date	July 14, 2026

CONCEPT OF OPERATIONS

This section describes the "Concept of Operations" for the District-Wide School Safety Plan, explaining how it interacts with the Building-Level Emergency Response Plan(s) and how emergency response is initiated. In short, this section explains that the District-Wide School Safety Plan provides the overall structure and guidelines, while Building-Level Emergency Response Plan(s) address specific needs.

- **Guiding Principles:** The general protocols outlined in the District-Wide School Safety Plan serve as the foundation for developing and implementing individual Building-Level Emergency Response Plans. The District-Wide School Safety Plan sets the standard operating procedures.

- **Stakeholder Involvement:** Key internal (school staff, etc.) and external (community members, emergency services, etc.) stakeholders were involved in creating and revising the District-Wide School Safety Plan. This ensures that local knowledge and emergency management expertise are incorporated. The district recognizes its role as part of the larger community and the importance of community stakeholder involvement in school safety.

PLAN REVIEW AND PUBLIC COMMENT

This section outlines the process for reviewing, getting public comment on, and adopting the District-Wide School Safety Plan, as well as the handling of Building-Level Emergency Response Plan(s).

District-Wide School Safety Plan Review and Adoption:

1. **Periodic/Annual Review:** The District-Wide School Safety Team will maintain the plan throughout the year as well as complete the required annual review of the plan on or before July 1st of each year.

2. **Public Comment Period:** The plan will be available for public comment for at least 30 days before adoption, as required by Commissioner's Regulation 155.17 (e)(3).

3. **Public Hearing:** At least one public hearing must be held to allow for participation from school personnel, parents, students, and other interested parties.

4. **Board of Education Adoption:** The plan must be formally adopted by the Board of Education by September 1st, annually.

5. **Website Posting:** The District-Wide School Safety Plan will be posted to the district website. The URL is verified by September 1st, annually.

6. **Submission to NYSED:** The URL must be submitted to the NYS Education Department within 30 days of adoption, but no later than October 1st of each year on the NYS Education Department Application Business Portal.

Timeline for Adoption of the District-Wide School Safety Plan

TASK	**DATE**
District-Wide Safety Team Annual Review	June 18, 2026
Public Comment Period	June - August 2026
Public Hearing	Aug 25, 2026
Board of Education approves the plan by ***(9/1)***	Aug 25, 2026
Plan posted to the website ***(30-days of adoption)***	Sep 1, 2026
URL of DWSSP verified ***(10/1)***	October 1, 2026

Building-Level Emergency Response Plans:

1. **Confidentiality:** Building-Level Emergency Response Plans are confidential and are *not* subject to disclosure under Article 6 of the Public Officers Law (Freedom of Information Law) or any other provisions of the law, as per Education Law Section 2801-a.

2. **Distribution to Law Enforcement:** Building-Level Emergency Response Plans will be provided to the New York State Police, County Sheriff's Office, and Local Police Agency(ies) within 30 days of adoption and no later than October 1st of each year. After plans are entered into the NYS Education Department Application Business Portal, NYS Police and local jurisdictions are able to access them via the portal.

RISK REDUCTION/PREVENTION - SCHOOL CLIMATE

This section focuses on the district's strategies for preventing and reducing the risk of negative events, emphasizing the importance of a positive school climate and effective communication.

The district acknowledges that while prevention is the ideal goal, not all negative events can be prevented. Therefore, they focus on both *prevention* (proactive measures) and *risk reduction/intervention* (minimizing the impact of events that do occur). Improving school culture, climate, and communication are seen as key to both.

Program Initiatives:

The district highlights the importance of programs and activities that foster a positive school climate, enhance communication, and encourage reporting of potentially dangerous, suspicious, or violent behavior. These initiatives aim to improve safety, security, and quality of life for the entire school community and create a positive and safe learning environment.

Clinton High School
- Special Patrol Officer Presence
- Positivity Project
- MTSS behavioral supports as needed - BIMAS SCREENER
- Distracted Driving presentation
- Health Classroom Instruction
- Awareness and instruction regarding “See something, say something”
- Counseling Plan
- Weekly Student Response Meetings
- Initial Response Team
- Building newsletter to families

Clinton Middle School
- Special Patrol Officer Presence
- MTSS behavioral supports and attendance discussions as needed - BIMAS SCREENER
- Health Classroom Instruction
- Hamilton College Mentors
- Partnership with outside agencies
- Counseling Plan
- Initial Response Team
- Awareness and instruction regarding “See something, say something”
- Advisory/House program
- Weekly building newsletter to families
- Positivity Project

Clinton Elementary School
- Special Patrol Officer Presence
- Second Step social competence and bullying prevention program
- Counseling Plan
- Monthly newsletter highlighting the news, events, and points of pride of the elementary school sent through the PTA and from classroom teachers.
- /MTSS behavioral supports as needed - BIMAS SCREENER
- Classroom instruction that includes literature and discussion around tolerance

- Periodic presentations by the Center for Missing and Exploited Children centered on personal and Internet safety, and bullying prevention
- Positivity Project
- Hamilton Reads (Hamilton College)
- Monthly Character Education Assemblies

The district encourages buildings to develop strategies that support a positive safe learning environment for students, such as community involvement in the schools, mentoring programs, or adjusting scheduling to minimize potential for conflicts or altercations.

RISK REDUCTION/PREVENTION - SCHOOL SAFETY & BUILDING SECURITY

This section details the implementation of school safety and building security measures, including routine precautions, access control, visitor policies, hazard identification, and construction safety.

- **Routine Precautions:** All staff are required to immediately report any information or observations that could impact school safety to their principal or supervisor. The policy emphasizes erring on the side of caution and reporting even seemingly minor details.

- **Limited Access:** Each building implements a limited access policy, tailoring it to their specific needs. This generally involves keeping only essential exterior doors unlocked during the school day and monitoring those doors. All other entrances are secured shortly after the start of the school day. Electronic visitor access control systems are used at primary entrances. Keyless/electronic access systems are used for authorized personnel.

- **Staff Photo Identification Badges:** All employees must wear photo ID badges at all times while on district property.

- **Visitor Policy:** All visitors must report to the main office, sign in, wear a visible name badge, and sign out. Staff are instructed to approach any unannounced visitor without proper identification.

- **Student Sign-Out Procedures:** The district verifies that only authorized individuals sign out students. Staff may require a photo ID and contact a parent/guardian for confirmation.

- **Video Surveillance:** A digital video surveillance system monitors high-use areas and areas of concern.

- **School Safety Assessment:** Regular school safety assessments are conducted to identify potential safety problems.

- **Fire Alarm:** A fire detection alarm system linked to a central monitoring station is in service. Regular testing is conducted.

- **Random Drug Sniffing Canine Search:** The district may occasionally conduct canine searches.

- **Vital Educational Agency Information:** The district maintains information on school population, staff numbers, transportation needs, and key official contact information.

- **School Resource Officer/Special Patrol Officer:** The district contracts with local law enforcement agencies for a School Resource Officer (SRO) and/or Special Patrol Officer (SPO) who acts as a liaison between students and staff and handles anonymous reports.
    - Goal of the Program:
        1. To increase the physical law enforcement presence within the District facilities;

2. To decrease the number of incidents involving outside police intervention at the District facilities;
3. To increase a sense of safety and order within the school setting; and
4. To ensure that the facilities' safety and security measures in place are being followed by students, staff, parents, and other visitors within the District.

- Overview of duties:
  - Provide security within the District facility that the SPO is assigned to in accordance with GML § 209-v.
  - Protect school property and maintain order in the school site.
  - Report violations of law.
  - Enforce New York State laws, rules and regulations which are relevant to the performance of the SPO's duties, as set forth in Exhibit A.
  - Act as liaison with police and fire officials.
  - Advise the school administration of any circumstances or situations that may create a potential for harm to persons, breach of security, or damage or loss of property.
  - The SPO's shall comply with all State and Federal laws as well as all of the lawful rules, regulations, policies, and procedures related to investigations, interviews, and search and arrest procedures.
  - The SPOs shall not take any action that would be considered student discipline. The SPO role is to protect the property and persons on the District premises. Removing, escorting and monitoring students to and from one location to another is not considered "student discipline."

- Hiring and Screening Process for Safety/Security Personnel:
  - The district can rely on established past practices. Civil service procedures, in consultation with the district, may define the duties.
  - The district itself can determine the duties, provided they adhere to all relevant federal, state, county, and municipal guidelines.
  - The district is committed to equal opportunity employment, adhering to:
    - The Civil Rights Act of 1964, Public Law 90-202, and/or Section 504 of the Rehabilitation Act of 1973 .
  - Hiring processes must comply with all applicable federal, state, county, and municipal laws and guidelines. Qualifications are set by civil service (if applicable) or by the Board of Education. Since July 1, 2001, all newly hired school personnel must submit two sets of fingerprints for background checks, as required by the Schools Against Violence in Education Legislation of 2000.
  - The required training of school safety personnel are as follows: Emergency Response, Mental Health, Violence Prevention, Sexual Harassment, Workplace Violence Prevention, DASA, Fire Prevention, Right to Know, Lead in Drinking Water, and Sudden Cardiac Arrest. It does state that the duties will be provided by past practice, civil service, or the district, and that the district must follow all Federal, State, County and Municipal guidance, so it can be assumed that any training required by that guidance must be followed.
  - *For a copy of the full SPO agreement with Clinton Central School District, please contact Ethan Martin in the District Business Office.*

Early Detection of Potentially Violent Behaviors:

The district recognizes the importance of early intervention. Staff professional development includes training on school violence prevention and mental health. Communication strategies are used to deter violence, involving various stakeholders (law enforcement, health professionals, etc.) when appropriate and legally permissible. Information on early detection of potentially violent behaviors is distributed to the school community. Students, parents, and staff are encouraged to report any concerning behaviors. Strategies for improved communication include:

- Clear expectations for students (Code of Conduct).
- Attentive listening to students.
- Encouraging communication among all stakeholders.
- Multi-agency teams.
- Staff training on effective listening and questioning.
- Programs promoting character development.
- Behavioral Threat Assessment Team (training in: CSTAG, TERO/TERC, BTAM)

Hazard Identification:

Potential emergency sites include the main building (s), playground, adjacent properties, buses, off-site trips, and nearby commercial areas. Building-Level Emergency Planning Teams identify unique hazards at their locations. The district has multi-hazard response plans (based on Incident Command System and NIMS) for:

- **Civil Disturbance:** Bomb threat, intruder, hostage, kidnapping, assault/threat, threat of suicide.
- **Environmental Emergency:** Flood, hazmat, snow/ice, tornado, storm, fire, explosion, gas leak.
- **Building Failure:** System failure, structural failure.
- **Medical Emergency:** Injury/illness, accident, mass illness/epidemic, pandemic.
- **Extreme Heat Condition Days:** Schools are required to keep students and staff safe on extreme heat days and will incorporate strategies for this requirement beginning September 1, 2025. Mitigation measures will begin at 82 degrees.

Identified onsite hazards can include: chemical storage, welding areas, indoor vehicle areas, compressed gas storage, paint booths, congregation areas, conference areas, and boiler/mechanical rooms.

Identified off site hazards can include: major highways (chemical transport), the airport (flight path), railroad, industrial sites, and creeks.

D. Construction and Capital Project Safety:

The district ensures student and staff safety during construction, which may include background checks on workers, maintaining emergency egress routes, and notifying building occupants of changes. The District Safety Committee (or a subcommittee) may monitor construction safety. The committee may

include the Superintendent, Director of Facilities, Safety Services members, administrators, architect, construction manager, and contractors, and will meet as needed to address safety concerns.

EMERGENCY RESPONSE - PLANNING, DRILLS/TRAINING COMMUNICATION, AND PROCEDURES

This section covers the planning including: drills and training, notification and activation procedures, situational responses to various emergencies, including acts of violence and terrorist threats, and available protective action options.

Planning:

- **Multi-Hazard Response:** This involves developing comprehensive plans to address a variety of potential emergencies, including natural disasters, technological incidents, and human-caused threats. It emphasizes a unified approach, ensuring that staff and students are prepared to react effectively regardless of the specific hazard. This strategy aims to create a safer and more resilient school environment by prioritizing proactive planning, training, and consistent practice. A typical response protocol includes:
    - Assess the situation (Incident Commander/Designee)
    - Implement response action
    - Notify parents/guardians
    - Recovery
    - Evaluation

- **Building-Level Emergency Response Plan Planning Protocols:** Building-Level Emergency Response Plans include protocols for bomb threats, hostage takings, intrusions, and kidnappings, including:
    - Identification of decision-makers
    - Plans to safeguard students and staff
    - Transportation procedures
    - Parent notification procedures
    - Media notification procedures
    - Debriefing procedures

Training (Emergency Response Procedures):

This section details the required drills and training procedures for emergencies, emphasizing a trauma-informed approach and compliance with Education Law §807.

- **All Staff Training (including subs)**: will receive training by **September 15th** annually, (new employees will be trained within 30 days of hire) training on emergency response procedures (with review of the Emergency Response Card), different types of hazards, appropriate response actions, violence prevention, mental health awareness, and the Incident Command System including roles and responsibilities.

- **Student Training:** will take place in an age- and developmentally appropriate manner prior to the first drill.

Emergency Response Procedures:

- **Shelter-in-Place:** Used to shelter students and staff inside the building.
- **Hold-in-Place:** Used to limit movement of students and staff while dealing with short-term emergencies.
- **Evacuate:** Used to evacuate students and staff from the building.
- **Secure Lockout:** Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.
- **Lockdown:** Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

Drill Requirements and Trauma-Informed Approach:

- **Mandated Drills to Practice Emergency Response Procedures:** Each school must conduct 4 lockdown drills and 8 evacuation drills (12 total) annually, as required by Education Law §807. With 6 evacuation drills and 2 lockdown drills occurring before December 31st, annually and after students and staff receive training in emergency response procedures has been provided. Remaining drills need to be completed by June 30th, annually.
- **Prohibited Tactics:** Drills and training during the school day with students present *cannot* include props, actors, simulations, or tactics mimicking school shootings, violence, or other emergencies.
- **Trauma-Informed Drills:** All drills and exercises must be trauma-informed, meaning they avoid tactics that could trigger past trauma, such as using props, actors, simulations, or mimicking school shootings or other violent events. The focus is on understanding trauma and its impact on students and adults.
- **Developmentally Appropriate Content:** Drills must be developmentally and age-appropriate.
- **Tabletop Exercises:** Tabletop exercises (discussions of roles and responses to sample emergencies) can be used for staff training in coordination with local and county emergency officials, especially when live drills are impractical.

Notification of Drills to Parents/Guardians:

Parental notification is required for all drills, including evacuation drills. Notice to parents and those in parental relation regarding drills must be made within one week before each drill, meaning at least 1 day before and no more than 7 days before the drill.

Plan for informing Parents/Persons in Parental Relation of Drills
To ensure transparency and maintain strong communication with families, the Clinton Central School District utilizes **ParentSquare** as the primary platform for school-to-home communication. ParentSquare allows for timely, consistent messaging through email, text, and app notifications. In accordance with New York State Education Department requirements, **parents and those in**

parental relation will be notified of all emergency drills—including evacuation drills—at least one (1) day in advance and no more than seven (7) days prior to the scheduled drill.

The District will adhere to the following protocol:

1. **Scheduled Notification:** A message will be sent via ParentSquare notifying families of the upcoming drill, its general purpose (e.g., evacuation, lockdown), and the anticipated date or date range.

2. **Method of Notification:** The notification will be delivered through email and push notification to ensure that all families receive the message in their preferred format.

3. **Follow-Up Communication:** After each lockdown drill, a brief message may be shared with families summarizing the type of drill conducted and affirming the cooperation and safety of all students and staff.

4. **Accessibility and Translation:** Notifications will be provided in languages accessible to the District's families, with translation features available through ParentSquare.

Parental notification is not required for bus drills.

Announcing Drills:

Students and staff will be informed of drills at the time a drill occurs except for evacuation drills. They are not required to be announced as per the NYS Fire Code.

Post-Drill Debriefings:

Each drill/exercise will be followed by a debriefing session for staff involved in identifying areas for improvement in emergency response actions and protocols.

Additional Drills:

- Drills will be held during summer school, with one drill occurring during the first week.
- Go-Home Early dismissal drills will not occur more than 15 minutes before the normal dismissal time. Parents/guardians will be notified in writing at least one week prior to the drill. Transportation and communication procedures will be included in the drill.
- Bus Evacuation Drills

Full-Scale Exercises:

Full-scale exercises (involving props, actors, or simulations) conducted with local/county emergency responders *cannot* be held during regular school days or when school activities are occurring. Students cannot participate in these exercises without written parental/guardian consent.

Communication:

- **Law Enforcement Contact:** Quick contact with law enforcement is crucial. Relationships are established through Building-Level Emergency Response Teams (BLERTs), and contact information is documented in the Building-Level Emergency Response Plan. Incident Commanders are authorized to initiate law enforcement contact.

- **Notification Methods:** Notification methods include County Emergency Services, telephone, email, portable radio, NOAA weather radio, website, intercom/PA, local media, and others as needed.

- **Internal Communication:** The district will notify all principals/designees in the event of an emergency.

- **Parent/Guardian Notification:** The district may use County Emergency E911 Centers, other messaging systems, local media, or the website to contact parents/guardians in case of a violent incident or early dismissal.

Plan to Inform Parents/Persons in Parental Relation of Emergencies or Early Dismissal
The District will utilize the Parent Square Emergency Alert System to contact parents, guardians or persons in parental relation to the students in the event of an emergency or an early dismissal. The district might also use local media in some instances or post information on the district website.

Response Protocols:

- **Initial Response:** The Building Incident Commander onsite during an emergency will be responsible to initiate response and contact the Chief Emergency Officer (CEO). The CEO will provide leadership, organize activities and disseminate information (a designated alternate will act in their absence) with the assistance of the Building-Level Emergency Response Team(s).

- **Local Government Assistance:** Contacting Oneida County 911 activates the system for coordinating assistance from county and local agencies (as per Article 2-B of the Executive Law).

- **Responses to Acts of Violence (Implied/Direct Threats, Including Suicide Threats):** Building-Level Emergency Response Plan(s) detail procedures for responding to threats. Potential actions include:

    - Follow procedures outlined in the Code of Conduct
    - Use staff trained in de-escalation strategies to diffuse the situation.
    - Notifying the Building Principal
    - Threat level assessment with the Superintendent/Designee
    - Contact law enforcement (if necessary, following MOU)
    - Monitoring and adjusting responses
    - Use of the Building-Level Emergency Response Team

- **Responses to Acts of Violence:** Building-Level Emergency Response Plans detail procedures for responding to violent acts, may include but not limited to:

    - Isolating the area and evacuation (if appropriate)
    - Notification of Principal/Superintendent
    - Initiating emergency response procedures
    - Contacting emergency responders
    - Monitoring and adjusting responses
    - Early dismissal, sheltering, or evacuation procedures
    - Keeping parents/guardians informed

- **Responses to Violence (Reporting, Investigation, Follow-Up, Evaluation, Disciplinary Measures):** Building-Level Emergency Response Plans detail procedures for responding to threats, may include but are not limited to:

    - **Reporting:** All violent incidents (including verbal abuse and threats) must be immediately reported and documented. Confidentiality is maintained, and there is no reprisal for reporting.
    - **Investigation:** Review incidents to prevent recurrence (not to find fault), focusing on facts, recording information, identifying causes, recommending actions, encouraging follow-up, and considering changes to controls, policies, and procedures.
    - **Follow-Up:** The district provides medical and psychological support to affected individuals, ensuring confidentiality and protection from discrimination.
    - **Evaluation:** There will be a periodic review of school building security analysis, focusing on potential violent incidents (bomb threats, hostage-taking, etc.) with input from law enforcement.
    - **Disciplinary Measures:** The Code of Conduct guides disciplinary actions.
    - **Code of Conduct:** The district has a detailed Code of Conduct, communicated to all stakeholders, which is a major part of violence prevention.
    - **Emergency Assistance from Local Government:** Contact 911 immediately. Additional support is available from the Sheriff, local police, fire departments, threat assessment teams, and County Emergency Services.
    - **Resources Available:** District facilities, vehicles, and equipment are available. The district can also contact the local highway department for heavy equipment.
    - **Resource Coordination:** The Incident Command System is used to coordinate resources and manpower.

- **Protective Action Options:** Building-Level Emergency Response Plans include procedures for:

    - School cancellation (Superintendent/Designee)
    - Early dismissal (Superintendent/Designee, parent notification)
    - Emergency evacuation (Principal/Designee, accounting for students/staff, potential off-site relocation)
    - Shelter-in-place (Principal/Designee, provisions for basic needs if extended)
    - Hold-in-place (Principal/Designee)
    - Secure Lockout (Principal/Designee)
    - Lockdown (Principal/Designee)

- **Terrorist Threats & Activities:** The Principal will follow NYS Homeland Security recommendations based on the declared alert level.

The district encourages reporting suspicious activity to law enforcement, following the "If You See Something, Say Something™" campaign.

- **Responding to Sudden Cardiac Arrest(SCA) and other medical emergencies:**
    - The Cardiac Emergency Response Plan (CERP) is a mandatory component of the District-Wide School Safety Plan, pursuant to the requirements of Desha's Law (Chapter 189 of the Laws of 2025).
    - Building-Level Emergency Response Plans contain detailed site-specific information and procedures for addressing medical needs, transportation, and emergency notification of parents/guardians.

Cardiac Emergency Response Plan (CERP)

Training and Certified Personnel

- **CPR/AED Certified Personnel:** At least one school staff member that is trained and certified in both CPR and AED usage will be present at school, school athletics, and school sponsored events. The training taken must be through a nationally-recognized organization, such as the American Heart Association. This training is mandatory for all school nursing and coaching staff but is voluntary for other employees.
- **Documentation of Certified Personnel:** The District maintains a list of all trained personnel by building/location, availability, and their certification expiration dates to ensure compliance.
- **Voluntary CPR/AED Training:** Training may be offered periodically on a voluntary basis to relevant district staff, including members of the building-level emergency response team(s).
- **Required Student and Staff Sudden Cardiac Arrest Training**: All students and staff will be trained in the signs of sudden cardiac arrest annually. Student training will take place in an age and developmentally appropriate manner.

AED Availability and Maintenance

- **AED Availability:** The District will provide AED equipment in each instructional facility and at key locations across the district (i.e fields). They will be clearly marked, accessible, and maintained according to manufacturer guidelines.
- **Signage:** Signage will be posted at the main entrance of each school building indicating the locations of the AEDs.
- **Documentation of AED Locations:** All AEDS will be clearly labeled and stored in appropriate containers, cabinets, or go bags/cases. The District maintains a list of all AEDs by building/location and expiration dates of batteries, pads and units.
- **EMS Notification:** The District maintains a Public Access Defrillation agreement with Midstate EMS, 17 Foery Drive, Utica, NY 13501, which includes the location and types of AEDs in service and will report every AED use to them.

Cardiac Emergency Response Protocols/Venue Specific Procedures: This section outlines the immediate actions to be taken upon recognition of a potential SCA incident in the school building, on school grounds, or at school-sponsored events. Staff should always carry communication devices and emergency contact information for assistance when outside or off school property.

*Emergency Contact Number - Call 911

Steps to Take When Responding to Medical Emergencies Including Sudden Cardiac Arrest
Upon discovery of a medical emergency in a school building, on school grounds, or at athletic/school events, we will take the following steps:

1. **Ensure Scene Safety** - Staff member(s) will take charge of the area until the incident is contained or relieved. (It is recommended that they do not move the patient if a head, neck, or back injury is suspected.)

2. **Notification - Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 and obtain the Automatic External Defrillator (AED), if the victim is in cardiac arrest.**
    a. Follow 911 emergency dispatcher's instructions.
    b. Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) school personnel and notify administration or designee*.
    c. The nurses/trained school personnel have access to Stop the Bleed kits,first aid kits, epi-pens, AEDs, and/or naloxone.

3. **Treatment** - The certified school personnel will begin preliminary evaluation and treatment including CPR/defibrillation.

4. **Upon arrival of EMS**, nurses/certified school personnel will report initial findings to emergency personnel and be relieved.

5. **School administration or designee notifies** parent/guardian or staff member's emergency contact.

6. Other staff may be asked to support the situation (i.e. clear halls, direct emergency personnel, contact family). Other annexes may be used as necessary depending on the situation (i.e Hold-in Place). All staff should know where AEDs are located and how to call for help. Staff outside or off school property should always carry communication devices and emergency contact information for assistance.

Post-Emergency Actions

- **Document**: Document event including observations, all steps taken and by whom, who was notified, and information reported to EMS. Hold a post event debriefing.
- **Data Download:** Staff present must be prepared to download the school's AED data onto a flash drive to provide to EMS for the emergency department's physician.
- **Debriefing:** Hold a post-event debriefing. Plans should be in place to notify the Post-Incident Crisis Response Team, if necessary.

RECOVERY

This section describes the recovery procedures following an emergency or violent incident, including district support, mental health services, and recordkeeping.

District Support for Buildings:

- **Crisis Plan Activation:** After an incident, the Crisis Plan will be activated by the appropriate level Emergency Response Team.
- **Resource Deployment:** Necessary resources will be deployed to support the Emergency Response Teams and Post-Incident Response Teams.
- **Support from District Resources:** The Building-Level Emergency Response Team and the Building- Level Post-Incident Response Team will be supported by all available district resources and personnel as needed.

Disaster Mental Health Services:

- **Post-Incident Response Team:** Each building's Building-Level Emergency Response Team will designate a Post-Incident Response Team to provide crisis intervention and disaster mental health services, as detailed in the building's plan.
- **Additional Resources:** Buildings can draw upon existing pupil personnel staff (e.g., counselors, psychologists, social workers).
- **External Support:** If a building lacks sufficient resources, the district will arrange for additional pupil personnel staff to assist the Post-Incident Response Team.
- **Employee Assistance:** Employees are encouraged to utilize the Employee Assistance Program (EAP).
- **County/State Support:** Depending on the scope of the incident, the County Office of Emergency Services and Department of Mental Health may be contacted to coordinate county or statewide support.

Post Incident Review: Below are possible questions/responses to consider after an incident or drill to evaluate effectiveness and make any necessary changes for the future.

Incident Summary
- Date, time, location, and type of emergency
- Whether it was a drill or an actual event
- Who was involved (roles, not necessarily names for confidentiality)

Timeline of Events (below is an example of a timeline when dealing with sudden cardiac arrest and the times to note)
- Time first signs were recognized
- Time EMS was called
- Time CPR began
- Time AED applied and shocks delivered (if any)
- Time EMS arrived and took over

Response Evaluation
- How quickly emergency steps were initiated?
- Was the AED retrieved and used without delay?

- Was the scene safe and well-managed?
- Was the emergency communication plan followed?

Roles and Responsibilities
- Did designated staff respond as trained?
- Were backups activated if primary responders weren't available?

Resources and Equipment
- AED functionality and accessibility
- PPE availability
- Communication tools (radios, phones)

Training and Preparedness
- Did staff recall and follow their training?
- Did bystanders assist effectively?
- Were there any skill gaps?

Outcome
- Immediate patient status when transferred to EMS
- Any safety concerns for responders or students
- Follow-up support for staff and students

Lessons Learned
- What went well and should be reinforced
- What should be corrected or improved

Action Plan
- Training adjustments
- Policy/procedure revisions
- Equipment servicing or relocation
- Additional drills scheduled

Documentation & Reporting
- Keep a confidential record (required by NY State law for CERPs)
- Report to administration, safety committee, and, if applicable, the state education department

COMMUNICABLE DISEASE - PANDEMIC PLAN

This section addresses the protocols and procedures for responding to a communicable disease outbreak or pandemic, as mandated by Labor Law §27-c and Education Law §2801-a. It is designed to ensure the safety and well-being of students, staff, and the community, while maintaining continuity of educational operations to the greatest extent possible. This plan is built upon the existing framework of the DWSSP and Building-Level Emergency Response Plans (BLERPs), and will be regularly reviewed and updated in collaboration with public health authorities.

Prevention/Mitigation

- **Essential Positions/Titles:**
    - A detailed list and description of positions deemed essential, with clear justifications for their designation.
    - Protocols for documenting precise hours and work locations of essential workers.
    - Strategies for staggering work shifts to reduce workplace and public transportation overcrowding.

Human Resources Essential Positions (Example Table)				
Title	Description	Justification	Work Shift	Protocol
District Superintendent of Schools	Head Administrator	Supervises all essential employees	N/A	N/A
Board of Education, President	BOE President	Confidential work to the Superintendent	Discretion of Superintendent	Come in as needed
Business Official	Head of Administrative & Support Services	Supervise Administrative/Support staff	Discretion of Superintendent	Discretion of the Superintendent
Director of Athletics	Head of Athletics; oversees safety and wellness for the District	Evaluate safety guidance; prepare response plan	Discretion of Superintendent	Discretion of Superintendent
Director of Pupil Personnel Services	Head of Special Education, ENL, Counseling, Social Work, School Nurses	Supervise support services	Discretion of Superintendent	Discretion of Superintendent
Principal (s) / Assistant Principal (s)	Supervisor of School (s)	Supervise all Instructional staff	Discretion of Superintendent	Discretion of the Superintendent
Accounts Payable	Accounting, Bill Payment	Segregation of duties, bill paying process	1st shift (8 am -4 pm)	Process Bills for Payment, check in Packages

Board Clerk	Accounting Supervisor Back Up	Segregation of duties, bill paying process	1st shift (8 am -4 pm)	Process Bills for Payment, check in Packages
Treasurer	School Banking Official	School Banking, Segregation of duties, bill paying process	1st shift (8 am -4 pm)	Sign all checks, School Banking once a week, assemble warrant for payment
Superintendent Secretary	Assistant Treasurer (Treasurer Back Up)	School Banking, Segregation of duties, bill paying process	1st shift (8 am -4 pm)	Sign all checks, School Banking once a week, assemble warrant for payment
Director of Facilities / Building Maintenance Supervisor	Maintains Buildings, Cleans Buildings, Security for Buildings and Grounds	Need to insure buildings are safe and secure	1st shift (8 am -4 pm)	Building safety while partial staff in attendance
IT	IT Department Supervisor	Manage file server and all associated applications, ensure LAN functionality, manage phone, door access, controls & security cameras	1st Shift (8 am – 4 pm)	Address any server/LAN issues and replenish student Chromebooks as needed
Nurse	Health	Establish health screenings & monitoring	Discretion of the Superintendent	Come in as needed
Food Service	Food Service	Prepare breakfasts and lunches for students for pickup/delivery	Discretion of the Superintendent	Come in as needed
Building Mechanic	Maintains building	Need to insure buildings are safe and secure	1st Shift (8am-4pm)	Building safety while partial staff in attendance Come in as needed
Head Custodian	Assists Maintaining Buildings, Cleans Buildings, Security for Buildings and Grounds	Need to insure buildings are safe and secure	1st Shift (3:30 – 12 midnight) Could Shift to 1st Shift	Building safety while partial staff in attendance Come in as needed
Grounds Workers	Plow Snow Mow Grass Maintain Equipment	Need to insure grounds are safe and secure	1st Shift (8 am – 4 pm)	Come in as needed

Teachers	Provide Instruction	Continuity of instruction	8am - 3pm	Remote or in-person instruction

- **Telecommuting Protocols:**
    - Specific protocols enabling non-essential employees and contractors to telecommute.
    - Measures to ensure digital equity for employees and students.
- **Coordination and Communication:**
    - Close collaboration with the Health Department.
    - Designated Pandemic Coordinator and District-Wide School Safety Team.
    - Educational campaigns on hand hygiene and respiratory etiquette.
    - Information dissemination to parents, staff, and students.

Protection/Preparedness

- **Personal Protective Equipment (PPE):**
    - Protocols for securing and storing sufficient PPE for essential workers.
    - Plan for proper storage to prevent degradation and ensure immediate access.

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	6000	3000	1500	5 Disposable Masks per Week per Teacher
Nurse/Health Professionals	1000	12,000	6000	3000	10 Disposable 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 per Week per Staff
Disposable Gowns	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
Waste Disposal Medium	1	n/a	1 Unit per Staff Total
N-95 Respirators*	10	120	10 per Week per Staff

- **Incident Command:**
    - Establishment of District-Wide and Building-Level Command Centers and Incident Command Structures.
    - Designated Pandemic Coordinators for each school.
    - Comprehensive communication strategies, including a designated Public Information Officer (PIO).
- **Operational Continuity:**
    - Procedures for maintaining essential functions and services, including business office, facilities, and human resources.
    - Strategies for ensuring continuity of instruction through various modalities.

Response

- **Activation Protocols:**
    - Criteria for activating the pandemic response based on internal monitoring and public health guidance.
    - Notification of the Incident Command Structure and implementation of communication procedures.
- **Spread Prevention and Contact Tracing:**
    - Protocols for preventing the spread of communicable diseases in the workplace.
    - Procedures for documenting hours and work locations of essential workers.
    - Coordination with local health authorities for contact tracing.
- **Disinfection and Cleaning:**
    - Cleaning and disinfection protocols for workspaces and common areas.

    - Procedures for handling confirmed cases of illness.
    - Return to school guidelines.
- **Employee Support:**
    - Employee assistance program and medical accommodations.
- **Emergency Housing:**
    - Pre-identified local housing options for essential employees, if needed.

Recovery

- **Return to Normal Operations:**
    - Strategies for re-establishing the normal school curriculum and operations.
    - Evaluation of building operations and re-implementation of maintenance and cleaning procedures.
- **Post-Incident Assessment:**
    - Assessment of the emotional impact on students and staff.
    - Debriefing and lessons learned by the District-Wide and Building-Level Emergency Response Teams.
    - Revision of the DWSSP and BLERPs.
    - Curriculum development to address the crisis.

EMERGENCY REMOTE INSTRUCTION PLAN

This section 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 Clinton Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2025-2026 District-Wide School Safety Plan.

BACKGROUND INFORMATION

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

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

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

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

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

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

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide

remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

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

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

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

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

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

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Clinton 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 SchoolTool database. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

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

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

CLINTON CENTRAL SCHOOL DISTRICT

EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth by the Board of Education policies.
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device (Chromebook). In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.
PEDAGOGY	All teachers in grades K-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:** **<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. ***Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal***

	relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning. **Asynchronous "Flipped" Instruction -** Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion (Google Classroom). These activities may include teacher/student synchronous interactions for a portion of the lesson. **Authentic Independent Instruction** - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.
STUDENT EXPECTATIONS	All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations. ● All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meets: o Mute yourself on meets as directed by your teacher o **Cameras are to be kept on during classroom meets** unless directed specifically by your teacher to do otherwise. ● Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter. Other locations are not appropriate or acceptable. ● Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.
DAILY SCHEDULE	The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of Parent Square, email, phone calls, and

	academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. Please see this document for specific guidelines.
NON- INSTRUCTIONAL SERVICES ● **TRANSPORTATION** ● **FOOD SERVICE** ● **MAINTENANCE** ● **CUSTODIAL** ● **CLERICAL/ ADMINISTRATIVE SUPPORT**	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

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.