

Fabius-Pompey

Central School District



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central school district

**DISTRICT-WIDE
SAFETY PLAN**

Revision Date: July 2024

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-Wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the District with local and county resources in the event of such incidents or emergencies. The District-Wide School Safety Plan is responsive to the needs of all schools within the District and is consistent with the more detailed building-level emergency response plans required at the school building level. The District-Wide School Safety Plan provides the framework for the Building-level Emergency Response Plans.

Districts stand at risk from a wide variety of acts of violence and natural or man-made disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses mitigation/prevention, preparedness, response, and recovery with respect to a variety of emergencies in each school district and its schools.

Fabius-Pompey Central School District has designated Dr. Lloyd (Joe) Peck, Superintendent of Schools as the District's Chief Emergency Officer (CEO). The CEO is responsible for:

1. Coordination of the communication between school staff, law enforcement, and other first responders;
2. Leading the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;
3. Ensuring staff understanding of the district-wide school safety plan;
4. Ensuring completion and yearly update of building-level emergency response plans for each school building;
5. Assisting in the selection of security related technology and development of procedures for the use of such technology;
6. Coordinating appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
7. Ensuring the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and
8. Ensuring the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

In case of absence or unavailability, the chain of command for emergency decisions is:

1. Superintendent
2. Assistant Superintendent for Business Services
3. MS/HS Principal

4. Elementary Principal

5. Assistant Principal

6. Director of Facilities

Questions about the District Wide Safety Plan may be directed to the District Chief Emergency Officer or the Superintendent's office:

Chief Emergency Officer

Dr. Lloyd (Joe) Peck

jpeck@fabiuspompey.org

315-683-5301

Superintendent's Office

Mrs. Jean Gasparini

jgasparini@fabiuspompey.org

315-683-5301

Section I: General Considerations and Planning Guidelines

A. Purpose

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

B. Identification of Planning Teams

Each year, the School Board of Education (BOE) delegates to the Superintendent of Schools to appoint a group of individuals to review and revise our safety plans. A core part of this team also serves throughout the year as members of the District Health and Safety Committee, providing them first-hand information about the scenarios our students and staff face daily. The District Safety and Health Coordinator chairs these committees and coordinates any revisions to our plan based upon the groups input throughout the year.

The following list provides some insight into the diversity of the district safety planning teams:

| | | |
|--|--------------------------------|--------------------------|
| Superintendent of Schools | Food Services Department | SRO / Law Enforcement |
| Assistant Superintendent for Business Services | Athletics Director | OCM BOCES Safety Officer |
| Director of Facilities | Building Principal(s) | Community Member(s) |
| Transportation Department | Bargaining Unit Representation | BOE Member(s) |
| District Safety Officer | Head Nurse | Fire Department |
| Safety Coordinator | | |

C. Concept of Operations

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 guides the development and implementation of individual Building-level Emergency Response Plans.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be initiated by the Building Principal/Designee. Fabius-Pompey Central School District consists of the following facilities:

- FP MS/HS
- FP Elementary

- Bus Garage

All information pertaining to an emergency or violent incident will be directed to either the Building Principal or Designee. Upon the activation of Building-Level Emergency Response procedures, the Superintendent of Schools or his/her designee is notified and, where appropriate, local emergency officials are also notified. The Building-Level Emergency Response Teams are activated to support an appropriate response to an emergency and play a central role in overall planning for responses to emergencies at the building level. Efforts may be supplemented by County and State resources through existing protocols when needed.

D. Plan review and public comment

At the start of each school year, the Superintendent of Schools appoints team members and the BOE reviews and officially adopts the District Wide Safety Plan as outlined below.

| | |
|-------------|---|
| September | Superintendent of Schools appoints team members to review the subsequent year's District Wide Safety Plan |
| Fall/Winter | Review the District Wide Safety Plan |
| May | BOE Opens 30 Day Public Comment Period for District Wide Safety Plan <ul style="list-style-type: none"> • Community members are welcomed to review and comment on the draft District Wide Safety Plan, and the committee will discuss comments and include any subsequent changes. |
| July | BOE - Annual Reorganizational Meeting <ul style="list-style-type: none"> • Public Hearing for & Adoption of District Wide Safety Plan |
| | |

| | |
|----------------------|--|
| September or October | <p>Plan Submission to NYSED</p> <ul style="list-style-type: none"> ● Superintendent certifies submission to NYSED Portal <ul style="list-style-type: none"> ○ Portal submission automatically shares plan with NYS Police and local law enforcement agencies ○ Local Fire Departments and First Responders are copied ○ Plan is publicly posted to district website |
| Quarterly | <p>District Level Safety Committee Meetings</p> <ul style="list-style-type: none"> ● Review team meets regularly to assess building level incidents and responses ● Considers district policy and potential changes to support our safety priorities ● Makes recommendations to the BOE and/or Administrators to effect change where needed |

Section II: General Emergency Response Planning

The District-Wide School Safety Plan provides the framework for the Building-level Emergency Response Plan. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses will provide one consistent response system that will be used by all school employees, students, parents and emergency responders. This is particularly beneficial as students move from elementary to middle school and then to high school, and as full-time, part-time and substitute employees travel among the schools.

The district team has identified many factors that could cause an emergency in our schools and facilities within the district as well as factors that need to be considered when responding to an emergency. The detailed list of potential internal and external hazards or emergency situations is included in the confidential building-level emergency response plans.

A. Identification of sites of potential emergency, including:

- Detailed plans for each school building;
- The location of potential command and evacuation sites; primary and secondary for each site;
- The kinds of action to be taken in the event of emergency, and

- The potential internal or external hazards or emergency situations.

B. Multi-Hazard Response Guidelines

1. Actions

Included in the building-level safety plans are actions for handling multi-hazard emergencies that are in compliance with the Incident Command System (ICS). These guidelines include but are not limited to:

- Initial actions
- Command post location (primary and secondary)
- **Shelter-In-Place**
- **Hold-In-Place**
- **Evacuation**
- **Lockout**
- **Lockdown**
- Emergency school cancellations, closing, early dismissal and delays including after-school, evening activities and weekends

2. Emergencies

These include, but are not limited to the following Multi-hazard Response Guidelines:

- Air Pollution
- Biological
- Aviation Crash
- Active Shooter
- Bomb/Explosive Threat
- Building Structural Failure
- Civil Disturbance
- Crimes Against Persons
- Assault, Abuse, Hostage-Taking
- Medical Emergencies
- Kidnapping and Robbery
- Earthquake
- Electrical Systems Failure
- Energy Supply Loss
- Epidemic
- Explosion
- Fire and Alarm Activation
- Flooding
- Hazardous Materials Incident
- Heating System Failure
- Hostage Situation
- Intruder
- Loss of Building Use
- Multiple Casualty Incident
- Fuel Leak
- School Bus Accident
- Severe Weather Emergency
- Toxic Exposure
- Water Emergency

3. Resources

The District has identified various resources that may be available for use during an emergency, including: the identification of personnel via school building teams; use of Incident Command System (ICS); a list of volunteer faculty/staff trained in first aid, CPR and AED use; master list of all vehicles in the Transportation Department; building floor plans/maps with shut-offs. The specific, detailed information is located within the confidential building-level safety plans.

4. Incident Command System (ICS)

The district has identified school personnel authorized to make decisions during an emergency. Through ICS the procedures to coordinate the use of school district resources and manpower during emergencies are clearly defined. ICS identifies the staff members and their backups assigned to provide assistance during emergencies. Each school building has a safety team that works under the Incident Command System. Each team is documented in detail. This document is given only to the building-level emergency response teams, district administration, authorized faculty & staff, New York State Police, Onondaga Sheriff's Department, and local Police and Fire Departments. The safety team details are located in the confidential building-level safety plans.

5. Policies and Procedures for Training

The district has developed policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. All drills required by the NYS Department of Education are satisfied annually. The district has established the following procedure(s) for annual multi-hazard school safety training for staff and students:

- The District will submit certification to NYSED that all district and school staff have undergone annual training on the emergency response plan, and that the school safety training includes components on violence prevention and mental health. New employees hired after the start of the school year will receive training within 30 days of hire. The District will certify that all school staff receive this training by September 15th of each school year, or within 30 days of hire, whichever is sooner.

Faculty and staff in each building will be provided information about drills through training and/or teacher's manual. Families will receive this information through School Newsletters at the beginning of each school year.

- Full participation in the Annual Early Dismissal – Go Home Evacuation Drill. The drill is no more than 15 minutes before the normal dismissal time. Procedures include notifying parents and guardians at least one week prior to the drill; and testing the usefulness of the communications and transportation system during emergencies
- Full participation in an On-Site Sheltering and Accountability Drill.
- Full participation with 4 Building Lockdown/Security Drills annually.
- The District conducts 8 Fire Alarm Activation and Evacuation Drills annually.
- Any combination of eight of the required evacuation or lockdown drills is completed by December 31st of each year.
- At least two additional drills must be held during summer school in buildings where summer school is conducted. One drill must be held during the first week of summer school.
- Pupils are instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly.
- For after-school programs, events or performances conducted within a school building and include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance notify attendees of the procedures to be followed in an emergency.
- The District conducts three School Bus Safety and Evacuation Drills annually.
- The District-Wide School Safety Team participates in simulated tabletop exercises.
- The District has conducted drills and other training exercises to test components of the emergency response in coordination with local agencies:

6. Implementation of School Security

The district has developed policies and procedures related to school building security, including the following:

- All buildings utilize a single point of entry system. All visitors enter via the Main Office to sign in and receive a visitor badge. They must provide identification which is cleared through a sex offender database prior to entry.
- Primary staff entry doors utilize controlled HID card access, all exterior doors are secured at all times.
- Video surveillance systems are installed in district facilities. Video surveillance capabilities will be reviewed and expanded as needed.
- Lockdown alert capabilities exist in all student-occupied district facilities, when activated the system automates calling out to 911 for immediate dispatching of law enforcement.
- Safety walkthroughs are performed regularly by building personnel.

Note: Policies and procedures are continually being evaluated and shaped by real life experiences, such as bomb threats, forced entry into the school building with vandalism and outbursts of potentially violent behavior by students.

Section III: Responding to Threats and Acts of Violence

A. Policies and Procedures

Schools will activate their Building-Level Emergency Response Team and will refer to their Building-Level Emergency Response Plan and the Multi-Hazard Response Guide. The Multi-Hazard Response Guides are reviewed by the District-Wide School Safety Team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. Threats of violence by students include threats by students against themselves, which may include threats of suicide. The following types of procedures are addressed in the confidential Building-Level Emergency Response Plans:

- Contact the appropriate law enforcement agency, if necessary.
- Inform the building principal and Superintendent.
- The use of staff trained in de-escalation or other strategies to diffuse the situation. Informing the building principal of implied or direct threats.
- Determine the level of threat with the principal and Superintendent/designee.
- Monitor the situation, adjusting the district's response as appropriate to include possible implementation of the safety team.
- If the situation warrants, isolate the immediate area and Hold in Place while resolving the situation.
- Monitor the situation; adjust the level of response as appropriate
- Communication with parent/legal guardian, and general public, as needed

NOTE: The District's Code of Conduct also describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school. The District's Code of Conduct also supports school safety and security. The Code of Conduct is pursuant to the District's safe and drug-free schools policy and no weapons policy.

B. Response Protocols

These are identified in the Building-Level Emergency Response Plans, along with definitions of ICS roles and responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures and protocols for responding to bomb threat, intruders, hostage takings and kidnapping including:

- Identification of decision-makers.
- Notification of administrators/agencies.
- Plans to safeguard students and staff.
- System for student release (reunification).
- Procedures to provide transportation, if necessary.
- Debriefing procedures.

C. Notification and Activation of Internal and External Communications

1. The District policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident are located in each Building-Level Emergency Response Plan. Each plan identifies individuals who are authorized to initiate contact with local law enforcement agencies. All communications during an incident at the school will flow through the Incident Command Post. Emergency services will be requested through the 911 system.
2. In the event of an emergency, staff, students and visitors will be contacted in one or more of the following manners: telephone (landline and cellular), intercom, runner with verbal message, automated notification system, district radio system, website, email and radio.
3. The district has established policies and procedures to contact parents, legal guardians or persons in parental relation to the student in the event of a violent incident or an early dismissal. In the event that a student threatens violence, including violence against themselves, the parent of that student will be contacted by the school. Such communication will be made in consultation with first responders, and will vary depending on the particular details of the incident, including one or more of the following: media (TV, radio, newspaper), school district website, social media and direct email, phone and text communication. Community meetings and/or press conferences may be scheduled in a timely manner to discuss the particulars of the incidents and the district's response.

Section IV: Prevention and Intervention Strategies

The District strives to provide and enhance emergency and violence prevention and intervention strategies. Such strategies include improving communications among students and between students and staff, reporting of potentially violent incidents and establishing reporting mechanisms for school violence.

- A. The school climate is viewed as an important part of school safety. The Dignity for All Students Act supports an environment free of harassment and discrimination. The District

provides staff training around bullying prevention through annual staff training. If appropriate, disciplinary action will be taken by the administration in accordance with the District's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

B. Policies and procedures related to school building security, including, where appropriate, the use of security monitors, security devices and/or procedures:

- All entrances are secured daily. The District utilizes an electronic buzzer system for visitors at only one entrance to each building wherein persons must be identified and cleared prior to allowing them access to the building.
- Security cameras have been installed in strategic areas throughout the district.
- Staff have been issued HID cards in order to access the buildings.

C. Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:

- The District employs school social workers, counselors and psychologists who assist the District in identifying early warning signs in students and early intervention/prevention strategies. Designated personnel also play a key role in suicide prevention programs.
- All faculty and staff will receive Mental Health Awareness and Violence Prevention Training and the District's Code of Conduct is made available. The Superintendent will determine if additional persons should be given such information based on facts or circumstances arising.

D. Appropriate prevention, communication and intervention strategies and reporting tools are in place to address potentially violent and unsafe incidents. Highlights of the major programs are noted below (not all inclusive).

- Anti-Bullying Presentations.
- Character Education programs.
- The District Code of Conduct.
- Student Council.
- Athletic Code of Conduct
- District-Wide comprehensive threat assessment and risk intervention procedures and training.
- Systems and procedures in place to comply with Red Flag Law and Alyssa's Law.
- Encouraging open discussion in health education classes on topics that affect all students, such as bullying, respect, and mental health.

- The District's School Resource Officer shall be involved in school curriculum to help foster a positive relationship between students, faculty, and law enforcement personnel.
- Certain employees have attended Conflict Resolution training.

E. Description of duties, hiring and screening process, and required training of School Resource Officers, Special Patrol Officers, Security Guards, Hall Monitors and/or other school safety personnel shall be maintained by the District Office. New York Education Law §2801-a(10) (eff. July 1, 2019) requires any school district or charter school that employs or contracts with law enforcement or public or private security guards to establish a written MOU.

Fabius-Pompey Central School District will have a written contract with School Resource Officers from the Onondaga County Sheriff's Department that clearly defines expectations and guidelines to comply with §2801-a(10).

Fabius-Pompey Central School District plans to enter into a contract for the 2024-2025 school year with Onondaga County Sheriff's Department to station a Special Patrol Officer (SPO) on site.

F. The district has many Board of Education (BOE) policies or administrative procedures that support school safety, including but not limited to:

- Health and Safety Policy
- Use of Automated External Defibrillators in Schools
- Fire Safety
- Access to Buildings
- Student Transportation Management
- Student Conduct and Discipline
- Drug and Alcohol Policy
- First Aid/Emergency Care
- Uniform Violent Incident Reporting
- Child Abuse Prevention and Reporting
- Communicable Diseases
- Internet Safety Policy
- Dignity for All Students Act (DASA)
- Concussion Management Policy
- Suicide Hotline Number: **988** (Formerly 1-800-273-8255)

Section V: Recovery

Recovery addresses the help needed for all involved to heal and to restore the school community to “normal” operations. The District supports the school buildings by deploying district resources that support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s).

Recovery plans include mental health/emotional recovery, academic, physical and business recovery, and can continue long after the actual emergency. The District has social workers and counselor resources and support systems. The District has the ability to coordinate with school, local, County and State disaster mental health services. The District’s role with mental health services includes looking at the school culture and climate, providing student access to services and following threat assessment procedures.

A. District Support for Buildings

Each Building-level Emergency Response Plan provides resources for supporting the Emergency Response Teams and Post-Incident Response Teams. The District’s Incident Command System (ICS) identifies backups to relieve team members. This provides team members the opportunity to rotate personnel, to fill in if assigned personnel are unavailable and to debrief in a supportive environment. The District realizes that some emergencies may overwhelm an individual school’s ability to manage an extreme crisis. If/when a Building-level Emergency Response Team or Post-Incident Response Team is faced with an emergency such as threats of violence or actual violent incidents, the District-Wide Emergency Response Team will assist as follows:

- Acting as a sounding board for the building principal/supervisor regarding the implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate response.
- If safe to do so, sending a district-wide team member to support the Building-level Team(s).
- Monitoring the situation and adjusting the district’s response as appropriate.
- Assisting with parent/guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security in conjunction with local and State Police.
- Assisting with offering a backup Post-Incident Response Team (i.e., another school team and/or an outside group) if needed.

- Offering debriefing sessions as needed working in conjunction with local, County and/or State emergency responders.

B. Disaster Mental Health Services

If/when a Building-level Emergency Response Team or Post-Incident Response Team is faced with an emergency that may overwhelm an individual school's ability to manage an extreme crisis, the districtwide Emergency Response Team will assist as follows:

- If safe to do so, sending a district-wide team member to each affected school/building as a liaison between the school/building and the District Office.
- Activating the district-wide Post-Incident response Team. The district and schools have school counselors, school psychologists, school nurses, and social workers that have local connections to:
 - Neighboring school districts
 - County Department of Mental Health
 - Local Mental Health service providers
 - Local Hospitals and Emergency care centers
- Offering district support and looking for continued feedback from those directly impacted during the incident, with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original event.
- Assisting with parent/guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. If needed, assisting in contacting additional outside mental health resources.
- Assisting the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the district's Public Information Officer and District Office.

The District supports the recovery phase and reevaluates current multi-hazard and violence prevention practices and school safety activities.

Section VI: Communicable Disease – Pandemic Continuity of Operations Plan

This Continuity of Operations Plan (plan) has been developed to meet the requirements of subsection (2)(m) of Education Law §2801-a which 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. This plan is built upon the components of the District-Wide School Safety and the Building-Level Emergency Response Plan(s). The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this plan and implementation at the building level through the Building-Level Emergency Response Team.

The District will work closely with Onondaga County Public Health Services (local health department) to determine the need for activation of this plan. The district will report suspected and confirmed cases of communicable diseases (e.g., influenza, coronavirus, etc.) on the monthly Communicable Disease Report, (DMS-485.7/93; HE-112.4/81) and submit it to the local health department. Depending on the severity of the disease, the district may be required to report information more frequently and in another format (i.e., daily for COVID-19). The local health department will monitor county-wide communicable disease cases and inform school districts as to appropriate actions. Below is the District's COVID-19 Response Plan and can be amended to meet the needs of any future Communicable Disease or Pandemic.

Section VII: Cybersecurity and Continuity of Operations during Remote Instruction

Fabius-Pompey CSD has been working diligently to upgrade and improve our internal network to ensure that all students have access to reliable technology that will enhance their learning in the 21st century classroom. Over the past several years we have installed a robust wireless network in every building as well as some exterior locations, allowing all students access to reliable high speed internet connectivity. Every K-12 student is provided with their own Chromebook in our 1:1 environment, and teachers are encouraged to utilize these tools as much as possible. We have invested recently in Promethean Boards. Currently, all K-4 students leave their Chromebooks in the classroom and do not bring them home nightly. However, in the event of an emergency these can be sent home at a moment's notice. All students in grades

5-12 take their Chromebook home each night. The entire Fabius-Pompey CSD is very committed to the integration of technology into the classroom to help educate our students in preparation for a life after school increasingly reliant on technology.

Sample Template

Emergency Remote Instruction Plan Appendix

District-wide School Safety Plan (DWSSP)

Required for the 2024-2025 School Year

(Template created on 5/5/2023)

This *Emergency Remote Instruction Plan Appendix* is being shared with the AESHP Listserv, in edited form as a template, with permission from the Burnt Hills-Ballston Lake Central School District. It was created by Cynthia Holmes and Mark Sullivan with district-specific edits and other feedback provided by the school district.

NOTE: This appendix is still in draft form and has not yet been officially approved by the BH-BL Board of Education.

Instructions:

1. Read the template in its entirety.
2. Make it BOCES/district-specific by editing/confirming:
 - Search the document for the word “insert” and edit all red text.
3. Remove all square brackets “[]” and all unneeded language within the brackets before sharing as a final document.
4. Page 6, Special Services
 - Add the *SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION* information on page 10 to the district’s website or a Google doc, then insert the hyper link over the words “this document”.
5. Add your final version to your 2024-2025 DWSSP.
6. If improvements are made, please share them on the AESHP Listserv.

[Insert Appendix Letter]: Emergency Remote Instruction Plan (beginning 2024-2025)

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 **Fabius-Pompey** 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 2024-2025 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: **[insert district-specific policies, example: Emergency Regulation Regarding Student Registration and Attendance; Staff Use of District Technology and Student Use of District Technology; Code of Conduct; Student Dress Code]**.

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 2024-2025 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 2024-2025 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 **Fabius-Pompey** 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 [insert, e.g., **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 [insert district-specific 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.

Fabius-Pompey EMERGENCY CLOSURE REMOTE LEARNING PLAN

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| <p>POLICIES</p> | <p>The plan adheres to guidance set forth in the following Board of Education policies: [insert district-specific polices and hype links here; examples may include... AR 5153.1 Emergency Regulation Regarding Student Registration and Attendance; AR 8330.3 Staff Use of District Technology and Student Use of District Technology; 5300 Code of Conduct; 5300.25 Student Dress Code].</p> |
| <p>INTERNET AND DIGITAL DEVICE ACCESS</p> | <p>The school district provides all students in grades K-12 access to a personal computing device [insert, e.g., (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.</p> |

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| | <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 style="text-align: center;">PEDAGOGY</p> | <p>All teachers in grades K-12 will use [insert, Google (Meet, Classroom, etc.)] as their primary instructional platform.</p> <p>Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:</p> <p><u>Synchronous “Live” Instruction</u> - Using [insert, e.g., Google Meet] along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model.</p> <p><i>Teachers will make personal connections with all students during scheduled class times via [insert, e.g., 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.</i></p> <p><u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion [insert (i.e. “Flipped Classroom”)]. These activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p><u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.</p> |
| <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</p> |

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| | <p>themselves in a manner that is in accordance with school expectations.</p> <ul style="list-style-type: none"> ● All students are expected to practice appropriate digital etiquette and responsible behavior during assigned [insert, e.g., Google Meets]: <ul style="list-style-type: none"> ○ Mute yourself on meets as directed by your teacher ○ Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. ● Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. ● Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. <p>If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p> |
| <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. [Insert, MS and HS teachers must be available for academic support during AAP (Tues-Thurs)].</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 [insert hyper link over the words "this document"; see page 10 for directions] for specific guidelines.</p> |
| <p style="text-align: center;">NON- INSTRUCTIONAL SERVICES</p> <ul style="list-style-type: none"> ● TRANSPORTATION ● FOOD SERVICE ● MAINTENANCE ● CUSTODIAL ● CLERICAL/ ADMINISTRATIVE SUPPORT | <p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p> |

NYSED Plan Requirements

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

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the 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. **[Insert, 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:

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

[Insert, optional add-on] 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 2024-2025, 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.

[Insert, Directions: see the chart on page 6, Special Services section; add the information below to the district's website or a Google doc and then add the hyper link over the words "this document" on page 6.]

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

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

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

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

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

Related service providers are to provide "tele-therapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support.

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