Niskayuna Central School District

DISTRICT–WIDE SCHOOL SAFETY PLAN, 2025-2026

Project SAVE (Safe Schools Against Violence in Education)

Commissioner's Regulation 155.17

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The District-wide 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, natural, and manmade 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.

The **Niskayuna Central School District**, supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Niskayuna Central School District has designated the 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.

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 School Teams

The district has created a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, teachers, administrators, nurses, emergency services including police and fire officials, communications, facilities, transportation (including a bus driver and bus monitor), information technology services, counseling services and school safety personnel. Beginning in the 2024-2025 school year, the District Wide School Safety Team will also include a Bus Driver and Monitor (Aide).

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. The Niskayuna Central School District consists of the following facilities:

Building	Address
Niskayuna High School	1626 Balltown Road, Niskayuna, NY 12309
Iroquois Middle School	2495 Rosendale Road, Niskayuna, NY 12309
Van Antwerp Middle School	2253 Story Avenue, Niskayuna, NY 12309
Birchwood Elementary School	897 Birchwood Lane, Niskayuna, NY 12309
Craig Elementary School	2566 Balltown Road, Niskayuna, NY 12309
Glencliff Elementary School	961 Riverview Road, Rexford, NY 12148
Hillside Elementary School	1100 Cornelius Avenue, Niskayuna, NY 12309
Rosendale Elementary School	2455 Rosendale Road, Niskayuna, NY 12309
Transportation and Operations and Maintenance Department	1301 Hillside Avenue, Niskayuna, NY 12309
District Offices	1430 Balltown Road, Niskayuna, NY 12309

When appropriate to the emergency, non-district schools within our boundaries will also be contacted:

St. Kateri – Tekakwitha Parish School	1801 Union St. Schenectady
Our World Montessori	1335 Balltown Rd., Niskayuna

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

The district-wide and building-level plans were originally adopted in 2001-2002, by the School Board after one public hearing that provided for the participation of school personnel, parents, students and any other interested parties, and has been adopted on an annual basis thereafter. This plan was formally adopted by the Board of Education on August 8, 2023. Pursuant to Commissioner's Regulation 155.17 (c)(3), this plan was available for public comment for 30 days prior to its adoption.

The commissioner's regulation requires that this plan be reviewed by the District-wide School Safety Team on an annual basis on or before September 1 of each year, and recommendations for updates provide to the Superintendent. Herein after, all updates made by the shall be presented to the Board of Education for adoption pursuant to the aforementioned regulations. In most cases, recommendations are specific and included in the building-level plans. While linked to the District-wide School Safety Plan, the Building-level Emergency Response Plans are confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

The District-wide School Safety Plan is posted on the district's website (www.niskayunaschools.org) as requested by the New York State Education Department and available at the Niskayuna Central School District Office at 1430 Balltown Road, Niskayuna, New York.

NOTE: Building-level Emergency Response Plans are supplied to both local and State Police within 30 days of adoption.

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 not limited to:

- Initial actions
- Command post location (primary and secondary)
- Before, during and after school evacuation including evacuation routes and relocations sites (internal and external)
- Hold
- Lockdown
- Secure Lockout
- Evacuate
- Shelter
- 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	Hazardous Materials Incident – Off Site
Anthrax/Biological Threat	Hazardous Materials Incident – On Site
Aviation Crash	Heating System Failure
Bomb/Explosive Threat	Hostage Situation
Building Structural Failure	Intruder
Civil Disturbance	Loss of Building Use
Crimes Against Persons (includes	Loss of Transportation Fleet

Assault, Abuse, Hostage-Taking,	Medical Emergencies
Kidnapping and Robbery	Multiple Casualty Incident
Earthquake	Natural Gas or Propane Leak
Electrical Systems Failure	Radiological Incident
Energy Supply Loss	Roof Failure or Leak
Epidemic	School Bus Accident
Explosion	Severe Weather Emergency
Fire and Alarm Activation	Toxic Exposure
Flooding	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. In 2024 the district is implementing a new 2-way radio system that includes a repeater in each building. Our system will enable emergency building communication and district wide notification. Detailed information about resources is included in the confidential building level emergency response 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, the New York State Police, Niskayuna Police Department, Niskayuna Fire Department, Schenectady County Sheriff's Department and the Saratoga County Sheriff's Department.   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 receives 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 receive some information about drill in the Back-to-School Start-up Guide at the beginning of each school year.   Additionally, our schools notify parents or persons in parental relation within one week of each drill. The notification will not include the exact day and time of the drill.

- Providing training to staff and students about the emergency procedures is an essential part of school safety. The goal in providing training and conducting drills is to practice and prepare, not to scare. Drills and training will be conducted in a trauma-informed*, developmentally and age-appropriate manner. Drills and training may not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency. Students and staff will be informed when a school is conducting a drill.

- Students and staff are informed when a school is conducting a lockdown drill, by way of a pre-announcement on the PA system indicating that "this is a drill". If a school uses an automated system to conduct a lockdown drill, preannouncing on the PA will be especially important.

- Fire drills will not be preannounced, as that would be a violation of the fire code which emphasizes the need to leave the building anytime a fire alarm goes off.

- 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.

- While the annual requirement is still 8 evacuation drills and 4 lockdown drills during the normal school year, schools are now required to specifically have 6 evacuation drills and 2 lockdown drills by December 31st.

- Four of the annual evacuation drills need to involve the use of a secondary egress, also known as blocked exit drills.

- Schools have the choice of either instructing all students about what to do if they need to evacuate or lockdown during lunch, or putting all students through one evacuation drill and one lockdown drill during lunch.

- 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.

- 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.

● As required, the District conducts 3 School Bus Safety and Evacuation Drills annually.

● The District Level Emergency Response Team participates in simulated tabletop exercises.

*Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss. Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults. Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma. All district employees began receiving information about trauma informed drills in their annual SAVE training in 2023.

The District conducts drills and other training exercises to test components of the emergency response. When the district conducts a full-scale exercise in conjunction with emergency responders, it will only be planned on a non-school day when school activities such as athletics are not occurring on school grounds. We will only allow students to participate in such exercises if we have written consent from their parent or persons of parental relation. The local agencies that the district coordinates with include:

  o Niskayuna Fire Department

  o Rexford Fire Department

  o Niskayuna Police Department

  o Saratoga County Sheriff's Department

  o Schenectady County Sheriff's Department

  o Capital Region BOCES Health-Safety-Risk Management Services

  o Mutual aid departments as needed

6. **Implementation of School Security** - The district has developed policies and procedures related to school building security, including the following:

● All visitors entering school buildings are directed to the Main Office to provide identification, sign-in, and receive a visitor badge. Anyone who is found in the building without identification is directed back to the Main Office to sign in.
● Each building has a secured front entrance with video monitor and remote access hardware.
● The District Office at 1430 Balltown Road has a secured entrance with remote access hardware.
● Video surveillance systems are installed in district facilities. Video surveillance capabilities will be reviewed and expanded as needed.
● Installation of exterior blue lights in the event of a lock-down.

- Safety walkthroughs are performed by building personnel on an annual basis.

- Beginning in 2025 we will have a full time School Resource Officer (SRO) at the high school with ambassadorship in the other schools. In addition to the school district security staff at the high school and middle schools, we are adding a full time school security staff member at each elementary school.

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 (confidential) Building-level Emergency Response Plan annexes and the Standard Response Protocol posters. The annexes and Standard Response Protocol posters are reviewed by the District Level Emergency Response 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:

- Contacting 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.
- Using the Comprehensive School Threat Assessment Guidelines and consulting with the principal when assessing threats.
- Monitoring 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 evacuate if appropriate.
- If necessary, initiate lockdown procedure and contact appropriate law enforcement agency.
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
- Communication with parent/legal guardian, and general public, as needed.

NOTE: The Niskayuna Central School District 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 the 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. The district has also posted "If You See Something, Say Something™" posters and window clings around the district.

3. 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.

4. 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 training around bullying prevention through curriculum integration, which is overseen by the District's Dignity Act Coordinator. The BOE Policy 7550 supports intervention and defines Disciplinary Consequences/Remediation. 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 and or/security devices or procedures:

- All entrances are secured daily. The District utilizes an electronic buzzer system for visitors at only one entrance to each building (two at the high school) 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 has been issued swipe 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/behavioral specialists 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 of Schools will determine if additional persons should be given such information based on facts or circumstances arising.

D. Appropriate prevention and intervention strategies and strategies for improving communication among students and between students and staff and reporting of potentially violent and unsafe incidents. Highlights of the major programs are noted below (not all inclusive).

High School

- Natural Helper Program
- Health class, drug awareness training
- Extracurricular clubs designed to promote healthy decisions

<u>Middle School</u>

● Access
● Drug Awareness Training
● Banana Splits
● Character Education *(Positivity Project- Grades 7-8)*
● Second Step- Social-Emotional Learning curriculum (Grade 6)
● Bullying Prevention
● Family life/health
● Extracurricular clubs designed to promote healthy decisions

<u>Elementary School</u>

● Traffic Safety Programs
● Fire Safety Programs (local fire departments)
● Character Education
● Bullying Prevention
● Second Step- Social-Emotional Learning curriculum
● Elementary Counseling programming in classrooms
● Banana Splits
● Family Life
● Bus Safety

E. Description of duties, hiring and screening process, and required training of, security monitors, campus supervisors and other school safety personnel are maintained in the District Office.

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

Policy	Title
7520	Accidents and Medical Emergencies
3450	Anti-Racism Policy
6150	Alcohol, Drugs and Other Substances (Personnel)
7320	Alcohol, Drugs and Other Substances (Students)
5682	Cardiac AEDs in Public School Facilities
7530	Child Abuse and Maltreatment
3410	Code of Conduct on School Property

7110	Comprehensive Student Attendance
7350	Corporal Punishment
7550	Dignity for All Students
5741	Drug and Alcohol Testing for School Bus Drivers
6151	Drug-Free Workplace
7351	Emergency Interventions and the Use of Restraints
3510	Emergency School Closings
5690	Exposure Control Program
5630	Facilities: Inspection, Grounds and Maintenance
5683	Fire and Emergency Drills, Bomb Threats, and Bus Emergency Drills
5631	Hazardous Wastes and Handling of Toxic Substances by Employees
8271	Internet Safety/Internet Content Filtering
8212	Mental Health in our School Community
3420	Non-Discrimination and Anti-Harassment in the School District
3290	Operation of Motor Driven Vehicles on District Property
7523	Opioid Overdose Prevention
5632	Pest Management and Pesticide Use
5676	Privacy and Security for Student Data and Teacher and Principal Data
3411	Prohibition of Weapons on School Grounds
3230	Public Complaints
5740	Qualifications of Bus Drivers
8360	Religious Expression in the Instructional Program
7580	Safe Public School Choice
5680	Safety and Security
6170	Safety of Students – Fingerprint Clearance of New Hires
5681	School Safety Plans
7551	Sexual Harassment of Students
5640	Smoking/Tobacco Use
5420	Student Health Services

8410	Student Transportation
7521	Students with Life-Threatening Health Conditions
7530	Suspected Child Abuse and Maltreatment
3412	Threats of Violence in School
3280	Use of School Facilities, Materials and Equipment
7618	Use of Time Out Rooms
3210	Visitors to the Schools
7360	Weapons in School and the Gun-Free Schools Act

G. Threat Assessment

The school district has a representative assigned to the Schenectady County Threat Assessment Team who cooperates and maintains communication with the county team for current threat cases. In August of 2024 a group of district administrators attended Comprehensive School Threat Assessment Guidelines Training at Capital Region BOCES. Five took the more comprehensive Train the Trainer program and then guided implementation of the system throughout the district.

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 worker 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 back-ups 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 Level 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.
● Reminding building level teams to assess threats through the lens of the district's Comprehensive School Threat Assessment Guidelines program.
● 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 District Level 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
    ○ Saratoga County Department of Mental Health
    ○ Schenectady County Mental Health service providers
    ○ Ellis Hospital-Ellis Health Center and/or
    ○ Northeast Parent and Child Society (Northern Rivers)

● 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 Communications 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 Plan includes elements of the COVID-19 Reopening Plan and will be updated regularly to reflect current guidance and best practices. 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 Schenectady County Public Health Services (local health department) to determine the need for activation of this plan. Glencliff Elementary is in Saratoga County, so the district will also maintain communication about this plan with Saratoga County Public Health Services. 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.

When this plan is activated, the District-Wide School Safety Team may invite additional people to the meetings to aid in the planning efforts, including:

- District Medical Director
- School nurse(s)
- Technology Director
- Human Resources Office
- Business Official
- Facility Director
- Food Service Director
- Transportation Coordinator
- Public Information Officer
- Curriculum Director

Communication with parents, students, staff, and the school community is important throughout a pandemic outbreak. Communication methods will include postings to the district website, general mailings, email, social media, electronic signs, text messages and phone calls as well as notices to the news media. The district

Communications Office (Communications) has been designated to coordinate this effort. Communications will work closely with the Director of Technology (Tech) to ensure proper function of all communication systems.

A. Essential Positions/Titles

The district has developed this plan to prepare for any future government ordered shutdowns that may occur, similar to the coronavirus shutdown in the spring of 2020. Attachment 1 includes a list of essential positions that would be required to be on-site or in district to continue to function as opposed to those positions that could work remotely. The list includes:

- Title – a list of positions/titles considered essential (i.e., could not work remotely) in the event of a state-ordered reduction of in-person workforce.
- Description – brief description of job function.
- Justification - brief description of critical responsibilities that could not be provided remotely.
- Work Shift – brief description of how work shifts of essential employees and/or contractors will be staggered in order to reduce overcrowding in the district.
- Protocol – how precise hours and work locations, including off-site visits, will be documented for essential employees and contractors.

Continuity of operations could be severely impacted by a loss of staff. The table below describes the procedures for maintaining essential functions and services by planning for backup personnel.

Role/Topic	Task	Backups
Superintendent	Have decision-making authority for the district.	Assistant Superintendent
	Make district policies and procedures to reflect crisis response.	Business Official
Business Official	Maintain overall function and facilities operation.	Purchasing ● Purchasing Agent ● Deputy Purchasing Agent
	Review essential functions and responsibilities of back-up personnel.	Payroll ● Payroll Coordinator
	Monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary	Additional Positions: ● Accounts Payable Clerk ● Treasurer

		● Information Processing Specialist
Facilities Director	Keep the Business Office informed of staffing issues and of the point at which buildings can no longer be maintained. Provided building administrators with procedures for maintaining essential building functions (e.g., HVAC system operation, alarms, security, etc.) along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems. Meet with staff and monitor their ability to maintain essential function	If the Facilities Director is not available his back-ups would be split by function below: Custodial: -a Head Custodian Maintenance: -a Senior Maintenance Mechanic
Human Resources	Monitor absenteeism and ensure appropriate delegation of authority Work with bargaining units to develop the plan for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc.	Recruitment/Staffing ● Human Resources Coordinator Workplace Safety ● BOCES Safety Specialist Training ● BOCES Safety Specialist Labor Law Compliance ● Human Resources Coordinator Compensation Planning ● Business Official Insert additional functions Benefits ● Human Resources Assistant Leave of Absence ● Human Resources Coordinator
Assistant Superintendent of Instruction	Will be implemented in the event of significant absences or school closure. Alternate learning strategies will include:	

	● Hard copy, self-directed lessons ● Use of mobile media storage devices for lessons (CDs, Jump Drives, IPads) ● On-line instruction; on-line resources; on-line textbooks ● Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings	
Director of Communications	Provide critical and timely information and updates to all audiences utilizing the most effective communications mechanisms, including email/text/phone, district website and news media notices. Relay information in consultation with the Superintendent or designee. All functions can be accomplished remotely.	● Superintendent's Secretary ● District Data Manager ● Capital Region BOCES Communications Service
Director of Technology	Ensure that all critical district functions that rely on Technology are functional. These include but are not limited to Internet Access, Telecommunications, Security and Access systems, Student Information Systems, and public communications systems.	● Senior System Administrator ● Data Manager ● Chief Instructional Technologist

B. Working/Learning Remotely

The District will assess devices and technology needs of all non-essential employees and contractors in order to enable telecommuting.

Options for assessing district needs include stakeholder meetings or surveys to ascertain:

- Who will need devices and/or peripherals at home,
- What programs will need to be added to these devices, and
- The availability of viable existing at-home Internet service.

Information from these surveys will be used to determine what items must be purchased, which programs need to be installed on devices and if appropriate Internet bandwidth can be provided to those in need.

C. Staggered Shifts

Depending on the exact nature of the communicable disease and its impact, the district is prepared to use the strategies below to reduce traffic congestion and maintain social distancing:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by state or local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building and/or between buildings.

- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The district may need to include additional strategies based on updated federal, state, and local guidance.

D. Personal Protective Equipment (PPE) and Face Coverings

The district will procure a six-month supply of face coverings and PPE required for essential work tasks. Disposable PPE will be provided in quantities of at least two pieces per work day.

PPE Type	Task/Role
N-95	Nurses/Nurses' Aides Cleaners/Custodians (based on disinfectants used)
Face Shields	Nurses/Nurses' Aides Special Education
Gowns	Nurses/Nurses' Aides Special Education
Gloves	Nurses/Nurses' Aides Special Education Cleaners/Custodians Maintenance/Mechanics
Cloth Face Coverings*	All faculty, staff and students

Cloth face coverings are not considered personal protective equipment by OSHA because their capability to protect the wearer is unknown. However, cloth face coverings are important as a source control for COVID-19 and provides some protection to the wearer. As such, OSHA strongly encourages workers to wear face coverings.

Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to ensure they are physically able to do so.

The use of cloth face coverings to reduce the spread of communicable diseases is important to the health and safety of faculty, staff and students. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (asymptomatic) and are essential when physical distancing is difficult. Information will be provided to faculty, staff and students on proper use, removal, and cleaning of cloth face

coverings. All faculty, staff and students will be encouraged to utilize their own personal face coverings but the district will secure and provide face coverings as needed.

PPE and face coverings will be stored in a manner which will prevent degradation. These supplies will be monitored to ensure integrity and track usage rates. District communication on how to access PPE will be provided.

E.   Response Protocols for Preventing Spread

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the local health department and other experts.

- The Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the plan's activation and review responsibilities and communication procedures.
- Communications will work closely with the IT department to re-test all communication systems to ensure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- An alert will be sent to the school community upon activation of this plan. The communication will be based on the latest information from federal, state and local health authorities.
- If the decision is made to close a school building, the district will notify the NYS Education Department and District Superintendent.

There will be one district communicable disease safety coordinator with two back-up coordinators whose responsibilities include continuous compliance with all aspects of the district's reopening plan and any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinators shall be the main contact upon the identification of positive communicable disease cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the public health emergency and plans implemented by the school.

Hand Hygiene

Faculty, staff, and students will be trained on proper hand hygiene. Information will be provided to parents and/or legal guardians on ways to reinforce hand hygiene at home. The district will provide stations around the school buildings:

- o   For hand washing: soap, running water, and disposable paper towels.
- o   For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where hand washing facilities may not be available or practical.
- o   Accommodations for students who cannot use hand sanitizer will be made.

Communicable Disease Exposures

The district must be prepared for communicable disease outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. The Centers for Disease Control and Prevention (CDC) and New York State Department of Health (NYSDOH) have provided recommendations for strategies to follow after an exposure:

- Close off areas used by a sick person and do not use these areas until after cleaning and disinfection has occurred;
- Open outside doors and windows to increase air circulation in the area.
- Wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have a communicable disease, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have a communicable disease can return to the area and resume school activities immediately after cleaning and disinfection.
- If more than seven days have passed since the person who is suspected or confirmed to have a communicable disease has visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Returning after Illness

The district has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for communicable disease symptoms can return to the in-person learning environment at school. This protocol includes:

- Documentation from a health care provider following evaluation
- Negative COVID-19 diagnostic test result
- Symptom resolution, or if positive for a communicable disease, release from isolation

The district will refer to the NYSDOH's "Pre-K to Gr 12 COVID-19 Toolkit" and other applicable guidance regarding protocols and policies for faculty, staff, and students seeking to return to work after a suspected or confirmed communicable disease case or after the faculty or staff member had close or proximate contact with a person with a communicable disease.

The district requires that individuals who were exposed to a communicable disease complete quarantine and have no symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

Cleaning/Disinfecting

The district will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and NYSDOH, including "Guidance for Cleaning and Disinfection - Public Spaces, Workplaces, Businesses, Schools and Homes" and other guidance, as applicable.

Attachment 2 describes cleaning and disinfection protocols and procedures for the district. Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which will be cleaned and disinfected between each individual's use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

The district will ensure regular cleaning and disinfection of restrooms. Restrooms will be cleaned and disinfected more often depending on frequency of use.

The school district has determined employee policies for available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine. These policies are consistent with existing federal, state, or local law, including regarding sick leave or health information privacy.

F.   Contact Tracing Supports

The district will notify the state and local health department immediately upon being informed of any positive communicable disease diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors of the district.

Districts may assist with contact tracing by:

- Keeping accurate attendance records of students and staff members
- Ensuring student schedules are up to date
- Keeping a log of any visitor which includes date and time, and where in the school they visited
- Assisting the local health departments in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program

The district, in consultation with the local health department, will determine what process will be followed when communicable disease cases are discovered in the school (e.g., how many individuals will be quarantined, closing of areas or classrooms, etc.).

Confidentiality must be maintained as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local health department.

G.   Housing for Essential Employees

Emergency housing for essential workers is not considered to be required for school faculty and staff. The need for emergency housing will be determined with direction from the local department of health.

Recovery

Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. The district will:

- Work toward a smooth transition from the existing learning methods to the normal process.
- Use the described communication methods to keep the school community aware of the transition process.
- Work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- Evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.

Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention. The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned with input from *all essential functions*. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be updated accordingly.

Curriculum activities that may address the crisis will be developed and *implemented*.

Attachment 1

Title	Description (Summary of job function)	Justification (Why work may need to be in-person)	Work Shift (If possible include ideas for staggering shifts)	Protocol – How will you document hours/Locations
Superintendent	Provide continuity for overall operations.	Ensure all stakeholders receive the resources and support needed to ensure continuity	Remote and on-site as needed and as circumstances require	The Superintendent will determine the appropriate location based on the situation at hand.
Assistant Superintendent for Instruction	Provide continuity of K-12 instruction and professional learning support to faculty and staff	The majority of the work of the ASI can be done remotely with the occasional in-person need to sign documents. Re: instruction, although instruction can be provided via an all-remote scenario, it is always preferable to have teachers and student support staff provide instruction from	The ASI can be remote and on-site as needed and as circumstances require. Re: instruction, there is no need at this time to consider staggering adults. However, we have staggered student in-person	Communication and documentation of hours/locations happens in consultation with the Superintendent and/or designee and the district communications team via email, school messenger, phone calls and the district website.

		their classrooms. This allows them to have access to teaching materials and technology resources.	attendance for grades 7-12, 50% in-person daily rotation	
Business Office	Provide continuity for overall operations.	Ensure all stakeholders receive the resources and support needed to ensure continuity	Remote and on-site as needed and as circumstances require	
Human Resources	Monitor absenteeism and ensure appropriate delegation of authority Work with bargaining units to develop the plan for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc.	Ensure all stakeholders receive human resources support needed to ensure continuity	Remote and on-site as needed and as circumstances require.	Scheduling of on-site personnel will be as needed and set up on a rotating basis to avoid interface.
Facilities Services	Provide for the safety and security of all facilities to provide for continuity of operations	Ensure all stakeholders receive operations and maintenance support needed to ensure continuity	Remote and on-site as needed and as circumstances require	During a shut- down, the only personnel in school buildings are individual head custodians doing building checks. For maintenance and grounds, scheduling will be designed to avoid interface.
Transportation	Provide required transportation as well as delivery service as needed	Ensure all stakeholders receive necessary transportation to ensure continuity	Remote and on-site as needed and as circumstances require	When possible, scheduling will be designed to reduce employee interface.

Food Service	Provide required food service as needed	Ensure all eligible stakeholders receive adequate access to food throughout the closure	Remote and on-site as needed and as circumstances require	Information is posted through the communications department on the website and through the parent messenger portal. This is constantly updated to reflect the latest changes.
Communications	Provide critical and timely information and updates to all audiences utilizing the most effective communications mechanisms.	Ensure all stakeholders have information they need during a public health emergency.	Remote and on-site as needed and as circumstances require.	Daily communication with Superintendent's Office.
Technology	Ensure that all critical district functions that rely on Technology are functional. These include but are not limited to Internet Access, Telecommunications, Security and Access systems, Student Information Systems, and public communications systems.	All other systems in the district rely on the technology managed and maintained by the Technology Department	Remote and on-site as needed and as circumstances require.	Work with all district employees and stakeholders to provide the support, access and functionality as designated as Essential to District Operations.
Special Education	Provide continuity of K-12 special education instruction, implementation of IEPs and professional learning support to faculty and staff	The majority of the work of the SpEd Dept administrative work can be done remotely with the occasional in-person need to sign documents. Re: SpEd instruction, although	The SpEd Dept admin staff can be remote and on-site as needed and as circumstances require. Re: SpEd instructional staff, there is	Communication and documentation of hours/ locations happens in consultation with the Superintendent and/or designee and the SpEd Dept and district communications team via email, school messenger, phone calls and the district website.

| | | instruction can be provided via an all-remote scenario, it is preferable to have self-contained and at-risk students with disabilities in-person as much as possible.

It is also preferable to have teachers and student support staff provide instruction from their classrooms. This allows them to have access to teaching materials and technology resources. | no need at this time to consider staggering adults. However, we have staggered student in-person attendance for grades 7-12, 50% in-person daily rotation. We can also bring in self-contained and at-risk students with disabilities in-person. | |
| **Messenger/Mail Services** | Provide required mail service as needed | Ensure all stakeholders receive mail services as needed to ensure continuity. | Remote and on-site as needed and as circumstances require. | |

Attachment 2

Room Types/ Areas	Cleaning Frequency	Disinfection Frequency	Responsible Party	Additional Information
Classrooms	Daily	Daily	Custodial staff; staff and teachers	Doors, desks, chairs, and floors
Restrooms	2x daily	2x daily	Custodial staff	Doors and sinks will be done twice daily. Floors will be done once daily.
Health Offices/ Isolation Rooms	Various	Various	Nursing staff; Custodial staff	Cots, bathrooms and health office equipment will be cleaned after each use. Floors will be done once daily.
Breakrooms	Daily	Daily	Custodial staff	Doors, tables, chairs and floors

Cafeterias/Kitchens	Various	Various	Custodial staff; staff and teachers	Tables and chairs will be cleaned/disinfected in between each group's use. Floors will be done once daily.
Outside Seating Areas	Various	Various	Custodial staff; staff and teachers	Tables and chairs will be cleaned/disinfected in between each group's use. Floors will be done once daily.
Computer Labs	Various	Various	Custodial staff; staff and teachers	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs and floors will be done once daily.
Science Labs	Daily	Daily	Custodial staff; staff and teachers	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs and floors will be done once daily.
Maintenance Office and Work Areas	Daily	Daily	Custodial staff	Doors, desks, chairs, and floors
Bus Garage	Daily	Daily	Custodial staff; Transportation staff	Bathroom, doors, desks, chairs, and floors
Libraries	Daily	Daily	Custodial staff; Librarians	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs and floors will be done once daily.
Playgrounds	As needed	N/A	Custodial staff	
School Buses	Daily	Daily	Transportation staff	High contact spots will be cleaned after the morning (AM) runs and cleaned/disinfected after the afternoon (PM) run.
School Vehicles	After each use	After each use	Staff using vehicles	Interior contact surfaces wiped down with disinfectant wipes after each use.
Administrative Offices	Daily	Daily	Custodial staff	Doors, desks, chairs, and floors
Large Meeting Areas (e.g., gymnasiums, auditoriums, music rooms)	N/A	N/A	N/A	These areas are not going to be used. When these areas will be returned to use, then an appropriate frequency for cleaning/disinfection will be established.
Athletic Training Rooms, Locker Rooms	N/A	N/A	N/A	These areas are not going to be used. When these areas will be returned to use, then an appropriate frequency for cleaning/disinfection will be established.
Frequently touched surfaces (e.g.,	2x daily	2x daily	Custodial staff	

doorknobs, light switches, elevator buttons, copy machine buttons, handles, etc.)				
Shared frequently touched surfaces (e.g., keyboards, desks, phones, laptops, tablets, remote controls, etc.)	After each use	After each use	Staff using shared surfaces	
Shared equipment (e.g., hand tools, facilities equipment, groundskeeping equipment, golf cart, etc.)	After each use	After each use	Staff using equipment	

Only district approved chemicals will be used. At no time will students be allowed to use cleaners or disinfectants.

Section VII Emergency Remote Instruction Plan

Niskayuna Central School District

Emergency Remote Instruction Plan

Following the COVID-19 pandemic, school districts in New York are required to have a plan for how children will be educated if a school or schools must close under emergency conditions. These Emergency Remote Instruction Plans (ERI Plans) are included as part of the district-wide school safety plan, which is reviewed annually by district and building-level emergency response teams, adopted annually by the Board of Education and submitted to the New York State Education Department.

Communication and Engagement

To help inform our Emergency Remote Instruction Plan, the district completes an annual Student Digital Resources data collection report to better understand the level of access students have to devices (e.g., laptop, Chromebook, cell phone) and the Internet. Parents are provided a mandatory questionnaire through our Student Information System at the beginning of each year with a series of district information questions that include the level of Access students have to computing devices and Internet access at their place of residence. All students in Grades 1–12 are provided One-to-One Chromebooks for their use at home and in school. Kindergarten students are provided Chromebooks for use while in the classroom and these devices are available for the students to take home with them in any situation requiring Remote Instruction. In addition, any student who identifies during the school year that their Internet Access status has changed is provided a district provided Hotspot.

The purpose of this survey is to ensure that, to the extent possible, students can access the Internet and receive remote instruction, if necessary, under emergency conditions. This survey is conducted on an annual basis. Students and families may update their access information at any time by contacting the student's school. It is our goal that this plan is aligned with the information provided by families in the Student Digital Resources data collection.

The district has also developed a plan for communicating all necessary information should a school or schools need to close. The district will use existing internal and external communications channels to notify staff, students, and families/caregivers about remote learning schedules with as much advance notice as possible. This communication will include information about how computing devices (e.g., computers, hot spots, etc.) are being disseminated to students and families who need them. Communications about remote schedules and technology are provided to families via email and ParentSquare. These communications happen as early as practicable given the district's knowledge of the need to transition to emergency remote instruction. Families are provided with translated information in other languages as needed. The need for translated communications is gathered and administered via the English as a New Language Department.

The district will provide students and their families with multiple ways to contact schools and teachers during remote learning, including *via email, ParentSquare, and by phone. All students have access to a device and all families who need it, have access to hotspots to access digital technology*

Device, Internet and Platform Access

To support remote learning, the district will make computer devices available to all students and families who need them. Any student who is flagged with a need for Internet Access at their place of residence is provided a District provided Internet Hotspot. All students in Grades 1–12 are provided One-to-One Chromebooks for their use at home and in school and are available for use during Remote Instruction.   Kindergarten students are provided Chromebooks for use while in the classroom and these devices are available for the students to take home with them in any situation requiring Remote Instruction.   In addition, any student who identifies during the school year that their Internet Access status has changed is provided a district provided Hotspot. The Information Technology department is available during remote instruction for any support, repair or replacement of student devices.

To the extent possible, the district will also support students and families with accessing the Internet at home. Where that is not possible, the district will work with community partners to secure Wi-Fi access points for students and families so that they may participate in remote learning. Parents are provided a mandatory questionnaire through our Student Information System at the beginning of each year with a series of district

information questions that include the level of Access students have to computing devices and Internet access at their place of residence. Any student who is flagged with a need for Internet Access at their place of residence is provided a District provided Internet Hotspot. Any student who identifies during the school year that their Internet Access status has changed is provided a district provided Hotspot. In addition, all Remote Instruction communications include a way for parents and students to contact the Information Technology department to meet any new needs.

There will be those students in our community for whom remote learning through digital technology is not appropriate or possible. For these students, the district will assess each student's individual needs and whether in-person learning is an option. Other methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home. Each situation that requires emergency remote instruction is unique. Whenever possible, NCSD has in the past and will continue to provide instruction for students for whom remote learning through digital technology is not appropriate or possible on campus and in-person. Typically, that has included K-12 students in self-contained special education programs. If all school buildings must remain closed and remote learning is required, district teachers and related service providers communicate with these families and provide them with access to synchronous learning opportunities via Google Meets, in coordination with parents at home, making sure that the schedule and instruction is appropriate given the students' needs.

The district will also take steps to ensure that school staff members have the necessary tools, i.e., computing devices and Internet access, to deliver emergency remote instruction from their place of residence. Teachers and Administrators are surveyed during the year and anyone who requires Internet Access at their place of residence will be provided an Internet Hotspot to provide remote instruction.   All staff required for Remote Instruction are assigned mobile devices as a standard.

To ensure high-quality remote learning experiences, the district has standardized the use of a single online learning platform Google Classroom, to the extent possible, and developed a common, coordinated set of guidelines for teachers to follow when using the platform with students. Parents and students can access the platform by navigating to the following website: http://docs.niskyschools.org. They enter the student username, click Next, enter password, and click Sign in. From the Google homepage, they click on the waffle in the upper right corner. A drop-down menu appears and they click on Classroom. Teachers and related service providers share their Classroom link with students. All of this information is shared with parents via the Parent Tech Support webpage. Parents can also call the school for tech support. All students have devices and families have support for access to Wi-Fi, and should be able to connect to synchronous learning.

Teaching and Learning

Our district has developed an emergency remote instruction plan that would support all students. When a remote learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible, depending on the nature of the emergency. This includes, but is not limited to, special education students, English language learners, and students with technology or connectivity needs.

Acknowledging that the typical content in each grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Instruction will focus on "core" subject areas; however, elective courses will continue to be offered in a remote learning environment. All instruction will continue to be aligned to the New York State Learning Standards.

Virtual learning schedules have been developed by grade level. If an emergency requires the district to move to virtual learning, these schedules will be shared with students and families in accordance with the communication strategies outlined earlier in this plan. Students will be given opportunities to engage with teachers and classmates through live instruction, question and answer periods with teachers and group work (i.e., synchronous learning). Teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis. Supplementing this time will be self-guided projects, readings and other age-appropriate assignments that can be completed by the students remotely (i.e., asynchronous learning). Based on the learning model we have developed, K-5 teachers and students follow the same schedule that we currently run in-person. Instruction is provided via live Google Meets with materials and Meet links shared via Google Classroom. K-5 virtual instruction includes a combination of both direct instruction with time for independent work and practice (away from the screen) and movement breaks as needed. Students and teachers should be interacting via Google Meet, asking questions, and facilitating discussions in large and small groups.

For teachers and students in grades 6-12, we use the current in-person bell schedule and A/B-day rotation. Instruction is provided via live instructional Meets with materials shared via Google Classroom. Again, students and teachers should be interacting via Google Meet, asking questions, and facilitating discussions in large and small groups.

In order to support students' individualized needs, including supporting ELL/ML students and AIS, AIS and stand-alone ENL teachers will provide direct instruction during their scheduled times and ENL co-teach teachers will join Google Classroom and Meet links from classroom teachers.

The district recognizes that there will be students for whom remote instruction via digital technology is not appropriate. In an emergency, as the district is assessing which students need devices or access to the Internet, the district will also assess which students may require additional support. Depending on the nature of the emergency, this may involve some level of in-person instruction for these students either at a school building within the district or at a community location, as appropriate. These decisions will be made in partnership with local health officials and emergency personnel, as applicable. Other instructional methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home.

NCSD has in the past and will continue to provide instruction for students for whom remote learning through digital technology is not appropriate or possible on campus and in-person. Typically, that has included K-12 students in self-contained programs. If all school buildings must remain closed and remote learning is required, district teachers and related service providers communicate with these families and provide them with access to synchronous learning opportunities via Google Meets, in coordination with parents at home, making sure that the schedule and instruction is appropriate given the students' needs.

All students have devices and families have support for access to WiFi and should be able to connect to synchronous learning.

Teachers have received professional training on the Google suite of applications- Drive, Classroom, Meets- as well as Flipgrid, Peardeck, Jamboard, and Kami, among others. These training sessions began as 100-level introduction courses and have now evolved into teachers coaching each other, extending their learning and leading training for their colleagues.

Support Services

Based on the learning model we have developed, students with disabilities and/or an Individualized Education Plans will continue to receive support services in accordance with their individualized education plans (IEP)

should remote learning become necessary. It is the expectation that all service providers (e.g., teachers, paraprofessionals, related service providers) will sign-on to the remote learning platform to support students as needed. This will include large classroom settings in the remote learning environment, as well as the use of breakout rooms or one-on-one virtual meetings as necessary.

Students with disabilities will be provided free and appropriate public education and access to high quality general education and special education programs and services. Students with disabilities will receive special education programs and services in accordance with their Individual Education Plan as determined by the Committee on Special Education (CSE) and Committee on Preschool Special Education (CPSE).

In an emergency remote situation, students in self-contained programs will be prioritized for in-person instruction whenever possible. General education and special education teachers will use a consistent platform (Google Classroom/Seesaw) when in a virtual model for easy access to all materials as well as for modifications to instructional content as needed.

Related services will be provided to students in accordance with the frequency and duration listed on the IEP. This may include a combination of in-person or virtual services depending on health and safety guidelines and the individual needs of the student. Services will be documented by attendance sheets and IEP notes whether in-person or virtual.

The district will communicate with parents via letters, email, progress notes and phone calls to indicate services being provided and progress related to IEP goals and objectives. Communication will be in the parent's preferred language. Translator services will be used as needed.

All paperwork necessary for the IEP processes (evaluations, consents, annual reviews, etc.) will be processed through the special education office maintaining state and federal timelines.

Department meetings will be set up to ensure services are being delivered as indicated on the IEP and any barriers are addressed. Department meetings will allow for collaboration among service providers and a sharing of ideas and resources.

CSE/CPSE Chairperson will be in contact with all out-of-district providers to ensure compliance with IEP implementation.

Progress monitoring will continue to occur and progress notes will be emailed or mailed (preference determined by the parent) home at the times indicated on the IEP.

Case managers will ensure that all accommodations, modifications, supplementary aids and services and technology are provided to students in accordance with the student's IEP during remote instruction.

If a specific accommodation, modification, supplementary aid and service and/or technology is not needed due to the format of instruction, the family will be notified. For example, if we are in a remote setting, an accommodation such as preferential seating would not be needed.

Funding Requirements

Based on the district's emergency remote instruction plan, below you can find the estimated number of instructional hours the district would claim for state aid purposes for each day spent in remote instruction due to emergency conditions:

K-5: 5.42 hours (325 minutes)

6-8: 5.55 hours (333 minutes)

9-12: 5.57 hours (334 minutes)