

**PROJECT S.A.V.E.
DISTRICT-WIDE
SCHOOL SAFETY PLAN**

**WATERFORD-HALFMOON
UNION FREE SCHOOL DISTRICT**

Date Approved by Board of Education:

July 13, 2023

Updated Plan

June 7, 2023

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June 28, 2001

Commissioner Regulation 155.17 Public Hearing Date

May 22, 2001

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 plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. 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 prevention, mitigation, protection, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Washington-Saratoga-Warren-Hamilton-Essex B.O.C.E.S., in coordination with the Waterford-Halfmoon Union Free 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.

In January 2021, NYSED began offering virtual training to support school officials and staff in the planning principles and planning process recommended in the federal "School Guide", *Guide for Developing High-Quality School Emergency Operations Plans* ([FEMA 6.2013](#)), along with the existing New York State's Project SAVE legislation for the District-Wide School Safety Plan and Building-Level Emergency Response Plans. Additional federal guidance is provided in the "District Guide", *The Role of Districts in Developing High Quality School Emergency Operations Plans*, a Companion to the School Guide ([REMS 9.2019](#)), and the Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center [website](#), including the [REMS TA Center Virtual Toolkit \(ed.gov\)](#). NYSED encourages schools to integrate the federal and REMS guidance into their district-wide and building-level school safety plans.

To ensure that our school district's emergency planning efforts are aligned with the emergency planning practices at the national, state, and local levels, REMS guidance including vocabulary, processes, and approaches are integrated into our plan. Revising and adapting our plan using REMS principles and process will help ensure alignment with the terminology and approaches used across the nation.

The REMS Emergency Operations Plan (EOP), as followed by the school district, is anchored in three main pillars that include:

1. **Integrated, Collaborative Approach**; the plan is developed with the notion that everyone has expertise to share and that planning should be a collaborative effort aligned at all levels for a common purpose — to create a safe learning environment for children.
2. **Five (5) Preparedness Missions** (Prevent, Mitigate, Protect, Respond and Recover); the plan is developed with the notion that specific, complementary activities along a continuum foster a safe learning environment for children. This approach to preparedness, represents an evolution in our collective understanding of national

preparedness and is based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

- I. **Prevention** means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.
- II. **Mitigation** means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. Mitigation involves the identification of risks and vulnerabilities, an assessment of resources and facilities, identification of stakeholders including knowledgeable and collaborative emergency responders and mental health resources, and the communication process.
- III. **Protection** means the capabilities to secure schools against acts of violence and manmade or natural disasters.
- IV. **Response** means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way.
- V. **Recovery** means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

These mission areas generally align with the three time frames associated with an incident: **before, during, and after**. When planning, the paradigm before, during and after are used to consider actions we can take to help build capacity in each of the five mission areas. For example, we need to be ready to respond and recover throughout all five mission areas.

3. **Planning Principles**; the following six principles are key to developing a comprehensive high-quality school Emergency Operations plan (EOP) such as the school district's DWSSP and BLERPs that addresses a range of threats and hazards.
 - I. Planning must be **supported by leadership**. This principle translates into district-level prioritization of resources; allocation of time, budget, staff, etc.; and integration into district vision, policies, and practice.
 - II. Next, effective planning is built around comprehensive, ongoing **assessment** of the school community. Data gathered through assessments are used to **customize plans** to the building level, taking into consideration the school's unique circumstances and resources.
 - III. A comprehensive school emergency planning process must take into account a wide range of possible threats and hazards that may impact the school, addressing safety needs **before, during, and after** an incident. The assessments, community data, and local trends will help to identify the threats and hazards in a specific school setting.
 - IV. A key consideration is how specific threats and hazards might differ in severity depending on the population impacted. What are the **access and functional needs** of the whole school community? Are there students, staff, family, contractors, and other visitors who:
 - Have mobility issues (temporary or permanent) (e.g., sports injury, pregnancy, aging, wheelchair);
 - Are in the process of learning English and require additional linguistic support;

- Have a disability that impairs the way they receive and process information (e.g., autism, blind/deaf);
 - Are from a different racial/ethnic, cultural or religious background that requires considerations on particular safety practices, or
 - Require medical assistance (e.g., diabetic).
- V. School EOPs must account for incidents that may occur **during and outside the school day** as well as on and off campus. *This is even more significant now that schools have hybrid learning environments that may include outdoor classes, lunch, and other school activities.* Examples include:
- Outside activities (e.g., recess, physical education);
 - Before and after school (e.g., the school bus, gathering times and places immediately before and after school);
 - Outside of the school day (e.g., after school programs, athletic programs, clubs, school dances, weekend sporting events); and
 - Field trips during the school day and extended trips.
- VI. Creating and revising a model school EOP is done by following a **collaborative process**. If a planning team also uses templates, it must first evaluate their usefulness to ensure that the tools do not undermine the collaborative initiative and collectively shared plan. *Do not get stuck on what has been; focus on what needs to be.*

Research shows that creating positive school climates can help districts, schools, and teachers meet key goals, including: boosting student achievement and closing achievement gaps; increasing high school graduation rates; decreasing teacher turnover and increasing teacher satisfaction; and turning around low-performing schools. Positive school climates also enhance safety in the school and community by increasing communication between students, families, and faculty. At the same time, schools reduce various forms of harm to students that can stem from negative school climates, including violence, bullying, and even suicide. Positive school climates are inclusive of and responsive to students of all backgrounds, regardless of race, color, national origin, language, disability, religion, sex, sexual orientation, or gender identity

A positive school climate that provides students with ready access to emotional and behavioral supports can affect the capacity of students and staff to prevent, respond to, and recover from emergencies. For example:

Prevention and Mitigation: A positive school climate can help to prevent emergencies because it can reduce the incidence of behaviors that can contribute to crisis (e.g., violence, bullying, harassment, substance abuse). Further, schools with positive school climates engage students in developing strong relationships with staff and peers, increasing the likelihood that students will quickly report potential threats to trusted adults within the school.

Protection and Response: Schools with positive school climates teach students the social and emotional competencies that enable them to develop persistence, tolerance of frustration, and ability to manage their emotions during an emergency. The teachers, counselors, school resources officers, and other staff who create positive school climates train regularly on child and

adolescent development, and on how to respond appropriately to a variety of student behaviors so they are able to de-escalate aggressive behavior before it becomes a threat to school safety.

Recovery: A positive school climate can help in the recovery from an emergency because it represents a commitment, even prior to an emergency, to providing emotional and mental health services and supports to all members of the community. Schools with such a climate create an environment that recognizes the importance of social and emotional health, and so support the recovery of all members of the school community and promote an understanding that individual needs will vary in a post-emergency situation.

This focus helps schools promote a positive school climate when implemented as part of a single, comprehensive, and integrated strategy for improving student health and safety.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

The Waterford-Halfmoon District-wide School Safety Plan was developed pursuant to Commissioner Regulation 155.17. At the direction of the Waterford-Halfmoon Union Free School District Board of Education, the Superintendent of the Waterford-Halfmoon Union Free School District 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 Chief Emergency Officer

The **district**, through Board of Education appointment, designated the **Security Monitor** as the district's **Chief Emergency Resource Officer on May 18, 2023**, whose duties shall include, but not be limited to:

- a. Coordination of the communication between school staff, law enforcement, and other first responders;
- b. Lead the efforts of the district-wide school safety team in the completion and yearly update by September 1st, of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plan;
- c. Ensure staff understanding of the district-wide school safety plan;
- d. Ensure the completion and yearly update by September 1st, of building-level emergency response plans for each school building;
- e. Assist in the selection of security related technology and development of policies for the use of such technology;
- f. Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan yearly by September 15th;
- g. Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807;
- h. Ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

C. Identification of School Teams

The Waterford-Halfmoon Union Free School District has created a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel, and other school personnel including bus drivers and monitors. Due to the size of the school district, the building level team and the district team will be one and the same. The district is a one building, PK-12 school with all students and staff located in the same building as the district office. The district/local level team is composed of existing organizations. This team is made up of students that are from grades 5-12, teachers from the PK-12, parents from the district, support staff, Director of

Facilities

and the administration. The district Health and Wellness Coordinator is a permanent member of this team.

The actual composition of the team is listed as follows:

- Board of Education Members
- Member of the Waterford Police Department
- Members from the Waterford Teachers Association
- Coordinator of the District Health and Wellness Committee
- Students from grades 7-12. These students are selected equally from grades 7-12 and are invited to meetings as necessary.
- Building Administrators; Principal and Assistant Principal
- Director of Special Education Services
- Parent representatives-these individuals are selected from our Parent Teacher Organization.
- Director of Facilities
- Member of the local CSEA union.
- Superintendent of the School District.
- School Resource Officer
- Chief Emergency Resource Officer

Along with the district and local level team, we have two additional teams that are activated when there is an emergency. The first of these teams is the Building Level School Emergency Response Team. This team is composed of our local Crisis Team members and the administration. The actual team members are:

- School Nurses-one responsible for grades PK-6 and the other is responsible for grades 7-12.
- Director of Special Education Services.
- Guidance Counselors-one being a 5-8 counselor and the other being a 9-12 counselor.
- School Psychologist/Counselors

- Social Workers
- Building Administrators, and
- School Superintendent
- School Resource Officer
- Chief Emergency Resource Officer

The third team that the district has established is the District Post-incident Response Team. The members of this team are:

- School Nurses-one responsible for grades PK-6 and the other is responsible for grades 7-12.
- Director of Special Education Services.
- Guidance Counselors-one being a 5-8 counselor and the other being a 9-12 counselor.
- School Psychologist/Counselors
- Social Workers
- Building Administrators
- School Superintendent
- Director of Facilities
- President of the Board of Education, or his/her designee.
- School Resource Officer
- Chief Emergency Resource Officer

D. Concept of Operations

- ☐ In developing the District-wide School Safety Plan the committee was interested in making sure that the steps that were necessary to ensure that our school would respond appropriately would apply to both the district and the local level. Thus, the steps that the district plan outlines for the response to a fire emergency or a bomb threat or whatever the emergency, relate directly to the building level response. As was mentioned earlier, the Waterford-Halfmoon UFSD is a one building school district. Therefore, it is most appropriate to respond with a district level response that matches what would be done at the building level.
- ☐ At the first meeting of the School Safety committee the direction taken was to first determine what specific emergency situations would be most likely to be encountered by this district. The administration provided a list of emergencies that have been encountered since the construction of our school in the early 1960's. Having begun the process with this information, the next step was to see what types of responses were given to each of the individual events. The most common events that this district encountered were the death of a staff member or student, severe weather and on occasion

a bomb threat. As the years progressed, the incidents of bomb threats increased. The members of the committee, both school based and community based, provided an interesting perspective from their individual points of view. The community members were able to highlight what their concerns were for each incident type mentioned. After the committee developed their key types of emergencies, we took the actual documentation of the legislation, reviewed the list of emergency incidents, and incorporated them into the list that we had created. This then led to the creation of protocols for reaction for each.

- As was mentioned earlier in this document, the district and local response will be similar, if not identical. In the event of an emergency, the first step will be to notify an administrator or the Superintendent. If an administrator is the first person to become aware of the situation, they will call or contact the Superintendent immediately. If the Superintendent is unavailable, they will begin the notification of the Crisis Team. The district has established a phone tree to alert all members of the team to the situation. If a member cannot be reached it is the responsibility of the person that called this individual to call the next person down on the list until all are notified. A meeting of the Crisis Team will be called for 7:30 the next school day. This meeting will be run by the Superintendent or his/her designee. If there is the need for immediate reaction, the person that is leading the notification will call for an immediate meeting, including phone conferencing if necessary to formulate a plan of action. If there is imminent danger to the school population or the school facilities, the police will be called. The Superintendent will notify the Board of Education members and will organize any public response that is necessary for the situation. As was stated earlier, a plan will be formulated and followed from there.
- Once the School Emergency Response Team has been activated, the Superintendent of Schools will be notifying the appropriate authorities. This means contacting our local police force. They act as a clearing house for all the emergency community organizations and will contact the fire department, the ambulance, and the Red Cross if necessary. The Superintendent will be the main contact point for the district. The notification of the local police will be done immediately upon determining the type of serious incident that we are dealing with. If the Superintendent is unavailable or part of the incident and cannot be reached, a chain of command has been determined to address the needs of the district/local level Emergency Response Team.
- County and state authorities will be called in as protocols have been established with the local police force. Outside organizations will be involved upon request only. The contact points for these notifications have been outlined between the local police and the county and state agencies.

E. Plan Review and Public Comment

Pursuant to the Commissioner's Regulation, Section 155.17 (c)(3), **the district-wide school**

safety plan is made available for public comment at least 30 days prior to its adoption.

- ☐ Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provisions of law, in accordance with Education Law Section 2801-a.
- ☐ Full copies of the Building-level Emergency Response Plan **are submitted** to both local and State Police with 30 days of adoption **but no later than the October 1st deadline**.
- ☐ This plan is reviewed periodically during the year and is maintained by the district-wide school safety team. The required annual review will be completed on or before **September 1st** of each year after its adoption by the Board of Education. Within the Waterford-Halfmoon UFSD, this will be done annually at the July Board of Education Meeting.
- ☐ Full copies of the district-wide school safety plan and any amendments are submitted to the New York State Education Department within 30 days of adoption **and no later than October 1st**, by posting this public plan on the district's website. The district is required to submit the web address/URL of the District-Wide School Safety Plan as part of the Basic Educational Data System (BEDS) collection beginning in October 2016.

Section II: Risk Reduction/Prevention/Mitigation and Intervention

A. Risk Reduction/Prevention and Intervention Components- Prevention/Intervention/Mitigation Strategies

The District-wide School Safety Plan includes strategies for improving communications among students, and between students and staff, and reporting of potentially violent incidents, such as the establishment of conflict resolution, creating a forum or designation as a mentor for students concerned with bullying or violence, and establishing reporting mechanisms for school violence.

The types of activities that the district has established to address these different situations are listed in Appendix A.

B. Training, Drills, and Exercises

The District-wide plan includes policies and procedures for annual multi-hazard training for staff and students. These types of activities are done on an annual basis. See Appendix B.

C. Security Devices and Procedures: Consideration of Silent Panic Alarm Systems

On June 23, 2022, Governor Hochul signed Alyssa's Law, Chapter 227 of the Laws of 2022 (Chapter 227) which became effective immediately. Chapter 227 amends Education Law §2801-a to require that district-wide school safety teams consider the usefulness of silent panic alarm systems when reviewing and amending district-wide safety plans. District-wide school safety teams shall consider, as part of their review of the comprehensive district-wide safety plan, the

installation of a panic alarm system. Internal and external communication systems in emergencies now may include the installation of a panic alarm system. Chapter 227 also authorizes the inclusion of panic alarm systems in building-level emergency response plans. The effective date of the final rule is January 25, 2023.

The amended section 155.17(b) of the Regulations of the Commissioner of Education defines silent panic alarm systems as, “Panic alarm system means a silent security system signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement or, in the case of a school building located in a municipality in which there is no municipal police department, a location designated by the superintendent of state police and may include one or more of the following: wired panic button or buttons, wireless panic button or buttons or a mobile or computer application.”

The district safety team will evaluate and consider silent panic alarms on an annual basis.

Section III: General Emergency Protection and Response Planning

A. The district has developed multi-hazard response guides. These guidelines are located in the building-level emergency response plan and are in ICS (Incident Command System) format. Plans for taking the following protective actions in response to an emergency **where appropriate** are, including but not limited to:

- Initial Actions
- Command Post Location (primary and secondary)
- **Shelter in Place:** Used to shelter students/staff inside the school
 - Severe Weather
 - Bomb Threat
 - HazMat Incident
- **Hold-In Place:** Limits student/staff movement while dealing with short term emergencies
- **Evacuation:** Used to evacuate students/staff from the school
 - Before, during and after school hours, including security during evacuation and evacuation routes
 - Evacuation/Relocation Sites (internal and external)
- **Lockout:** Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.
- **Lockdown:** Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
- School Cancellation

- Early Dismissal
- B. The district has identified various district resources that may be available for use during an emergency, including the identification of personnel, equipment and shelters. These resources are included in the confidential building-level emergency response plan.
 - C. Using the ICS (Incident Command System) the district has identified the school officials 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 also identifies the staff members and their backups assigned to provide assistance during emergencies.
 - D. The district has policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. Beginning with the 2016-2017 school year, all staff will undergo annual training by September 15, 2016 and each subsequent September 15 thereafter on the building-level emergency response plan which includes components on violence prevention and mental health. New employees hired after the start of the school year receive this training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. The district certifies that this training is completed during the October NYSED BEDS data collection.

The following procedures have been established to provide this training on an annual basis may include but not limited to: early dismissal/go home drill, shelter-in place, hold-in-place, evacuation/fire drills, lockout, lockdown, table top exercises and Incident Command System training.

- E. The district conducts drills and other training exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local, county, and state emergency responders and preparedness officials. A debriefing concludes each test to determine if changes to the plan are necessary.

Fire and Emergency Drills. The school district, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conducts one test of its emergency response procedures under its building-level emergency response plan, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time. Parents and guardians are notified at least one week prior to the drill. Drill procedures include testing the usefulness of the communications and transportation system during emergencies.

Education Law §§ 807(1-a), 807 (b): Fire and Emergency Drills

The July 2016 amendments expanded fire drill requirements to also include emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute now requires twelve drills to be conducted each school year, four of which must be lock-down drills, the remaining eight are required to be evacuation drills. There is still a requirement that eight of the required twelve drills must be completed in the first half of the

school year by December 31st of each school year. Drills are conducted at different times of the school day. Pupils are instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly. The school board ensures that information about drills is provided in the Faculty and Staff handbooks.

The statute now explicitly requires schools to conduct lock-down drills, which are essential, because they prepare students and staff to respond to the highest level of threat with the most urgent action and the least margin for error. The goal is to have schools conduct drills where they immediately clear hallways, lock doors and take positions out of sight to practice their ability to put the building into a protective posture as quickly as possible. These emergency measures allow time for responding law enforcement to arrive on scene and neutralize the threat. If possible, law enforcement should be involved in the drills to help prepare students and staff for their interactions and release from lock-down by uniformed officers and administrative staff. However, law enforcement and administration involvement is not required by the new legislative mandate. Other protective actions such as lock-out or shelter in place are emergency actions that are usually preceded by some degree of warning time and do not require the immediate response necessary for a lock-down. While the school should be well versed in their lock-out and shelter in place protocols, lock-down is the only type of protective action that is specifically required by the statute.

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 requires the teacher or person in charge of the after-school program, event or performance to notify attendees of the procedures to be followed in an emergency.

F. Effective April 1, 2021, NYS Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a, NYSED School Safety Plans. Labor Law §27-c, requires public employers to develop operation plans in the event of certain declared public health emergencies. Public employers, including public school districts, must prepare a plan for the continuation of operations in the event the Governor declares a public health emergency involving a communicable disease. The district's *Public Health Emergency Continuation of Operations Plan for Communicable Disease, Public Employer Health Emergency Planning* is in Appendix V.

Section IV: Responding to Threats and Acts of Violence

- A. The school refers to its **Crisis Intervention Plan** via the post-incident response team and the Multi-Hazard Emergency Response Guides located in the building-level emergency response plan. These 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 including bus drivers and monitors, and visitors to the school, including threats by students against themselves, which includes suicide. When a student implies or specifically threatens self-inflicted violence including suicide, the school's **social worker** directly contacts the respective parents/guardians.

Waterford-Halfmoon Union Free School District
Project SAVE District-wide School Safety Plan

APPENDIX A:

Risk Reduction/Prevention/Mitigation & Intervention Components, Prevention/Mitigation/Intervention Strategies

Program	Mentor(s)	# Of Students	Frequency of Meetings	Summary of Program
Character Education	PK-6 Principal	All students in grades PK-6	There are once a month meetings with an assembly each month to promote the Value of the Month.	This program is to promote values of good citizenship and healthy relationships within our school system. This provides student to student support as well as student to adult support.
Character Education for grades 7-12	Health Teacher	All students in grades 7-12	Many of these ideals are integrated into yearly health classes.	This program promotes the development of citizenship in the high school students within the high school. The students in registered health classes' deal with issues related to wellness education on a regular basis. Other students are provided instruction in citizenship to develop better student to student relationships and student to teacher relationships.
Peer Groups	Guidance Counselors and Social Workers in grades 7-12	Small group or individual contact- 1 student or groups up to 6	These groups meet on a weekly basis as needed.	These groups help students learn how to cope with management skills. It promotes options for students to use rather than violence. Once a group has completed their counseling, another group replaces them.
Peer Mediation- Primary Level	PK-6 Social Worker	Groups of 2 to 6 students	These groups meet on a regular basis	This program teaches younger children how to handle conflict. This is done through the use of props and stories with cartoon characters. The topics of violence and diversity are high priorities with these groups.
DARE Program Grade 5	Officer T Williams	All grade 5 students are involved with this program	These groups run approximately 23 per group; there are three or four groups yearly.	This is a non-violent training program aimed at conflict resolution and violence prevention. Students in grade 5 also receive training in gang resistance.
Before & After School Care and Summer Programs	TSL Adventures	Pre-registered school-aged children	School Year: Mon-Fri 2:30pm-6:00pm Summer: 7:30am-5:30pm	Includes PM healthy snacks, daily activities, special guests, therapy dogs, access to gym & playground & homework help.

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APPENDIX B:

Annual Multi-hazard Training for Staff and Students

Type of Training	Training Provider (Name and Title)	Participants (Staff and/or students)	Frequency of Training
HAZCOM, Right To-Know, Universal Precautions, Blood borne Pathogens	Workplace Safety Consulting, LLC	All employees	Annually per school year
Lockdown/Lockout	Building Principals	All School Building employees & students	4 Lockdown drills per school year
Shelter in Place	Superintendent of Schools	All School Building employees & students	Annually per school year
BOCES-wide “Go Home Drill”/Emergency Evacuation Drill	Superintendent of Schools	All School Building employees & students	Done on an annual basis as a whole school drill- usually in October

APPENDIX C:

Review and Conduct of Drills and Other Exercises

Type of Drill, Functional Exercise or Tabletop Exercise	Facilitator (Name and Title)	Participants (staff and/or students) (number involved)	Frequency of Drill, Exercise or Tabletop
Fire/Evacuation Drills	High School Principal (Holds for the entire district)	All employees, visitors and students	6 between 9/1 and 11/30; 2 between 4/1 and 6/30; 2 during summer school; one of which is in the first week of the program
Lockdown	High School Principal in conjunction with the other building administrators	All employees, students, and visitors to the building	4 Annually; 2 in the fall/winter and 2 in the winter/spring
Lockout	Building Administration	All employees, students and visitors to the building	Annually during the fall and spring semesters
BOCES-wide “Go Home” Drill	Superintendent of Schools	All district personnel, Fire Department, Police Department, affiliated organizations (fire police, etc.)	Annually
Hostage Scenario Tabletop Exercise	Superintendent of Schools	Crisis team	Annually in fall of the school year
Shelter in Place	Building Level Administration	All district personnel, visitors and students (900)	Annually in Spring

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Appendix D:

Description of the Duties of the Hall Monitors and Any Other School Safety Personnel

Job Title	Job Description	Required Training	Frequency of Required Training	Hiring and Screening Process
Hall Monitor	on file in the Superintendent's Office	Violence Prevention Training per SAVE Legislation	Annually on the first Superintendent's Conference Day; Initial Training when Hired; Annually when staff is trained	Fingerprinting and criminal background check done per SAVE.
Security Monitor	on file in the Superintendent's Office	Visitor management training; Violence Prevention Training per SAVE Legislation	Initial training when hired; Annually when staff is trained; Annually on the first Superintendent's Conference Day.	Fingerprinting and criminal background check done per SAVE.

Appendix E:

School Building Security

Personnel, Devices and/or Procedures	Policy Reference	Security Procedure Summary	Area and/or Buildings Involved
Hall Monitors	See BOE policy related to Support Personnel	Hall monitors are stationed in key locations of the school building. This includes, but is not restricted to, bathroom areas, hallway intersections, and lobby areas. Their purpose is to monitor students' behavior and report possible inappropriate behavior as witnessed.	Halls, Lobbies and restrooms
Visitor Badge/Sign-In		All visitors to the building are required to sign in to the school. This is supervised by the building Security Monitor.	Main Entrance to the School.
School Buses		The district uses contract bussing for all major transportation services. This includes pick-up and drop-off of all students on a daily basis. All buses have interior security cameras. This use of cameras is used to discourage and decrease school bus behavior problems.	All contract bussing vehicles.

Appendix F: Vital Educational Agency Information

The following information is confidential and only located in the Building-level School Safety Plan, which is protected from FOIL (Freedom of Information Law) requests.

Educational Agency Name and Address	Contact Person	Work and Home Phone Numbers	Student Population and Grade Levels	Faculty and Staff Population	Transportation needs
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Waterford-Halfmoon Union Free School District
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Appendix G:

Early Detection of Potentially Violent Behavior

Policies & Procedures For Early Detection	Method Used to Disseminate	Group Receiving the Data	Dissemination Time Frame and Frequency
Annual Violence Prevention Training	Superintendent's Conference Day	All faculty, staff, and administration	Annually on one of the Superintendent's Conference Days held early in the school year.
SAVE required 2-hour training for certified faculty and staff	Workshops provided by school district trainers or personnel hired by the district.	Initially to all faculty, staff and administration	Annually on one of the Superintendent's Conference Days.
Integrating skills-based violence prevention education into health education and other related curricula	Lesson Plans based on current violence prevention skills.	A program for K-12 students modified to meet each age and grade level	Integrated into health classes in the senior high school and worked into our counseling program in the middle level grades. Our Primary integrates this material from the regular classroom teachers and the prevention programs offered.

Appendix H:

Hazard Identification

Method of Hazard Identification	People Involved	Comments and Feedback	Frequency of Review
Safety audit and school walk-through.	New York State Police; Waterford Police Department; Waterford Fire Department; members of the School Safety Committee	As the police make suggestions, a designated member of the school safety committee takes notes. At the next meeting the committee addresses the suggested ideas and how to address the suggestions	The safety audit is done on a yearly basis.
Committee meetings and discussions and detailed list of potential hazard locations.	District-wide School Safety Committee and all building administrators/Crisis Team members	The suggestions from the School Safety Audit are discussed and the individuals present discussed potential hazardous situations within the district. A chart was developed with designations of hazardous materials and potentially dangerous areas were identified.	This committee/meeting is held at least yearly and if necessary, more frequently. The information that is generated is reviewed annually and updated.

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Appendix I

Protection and Response: Notification and Activation for Contacting Appropriate Law Enforcement

Policies & Procedures	Internal Communication	External Communication	Training
Protocols for responding to bomb threats, hostage taking, intrusions, and kidnappings have been established. These protocols have been given to and reviewed by local and State Police. Protocols, such as bomb threat procedures, follow the response options as NYSED laws allow.	Eyewitnesses can inform the Main Office to call for assistance. The police will be called and other responders as deemed necessary. The local police are the main contact point for all district emergencies. Contact Sheets are attached to the local, confidential plan.	The school building will activate the Incident Command System as soon as possible. Emergencies at this level will also activate the District-level ICS Emergency Response Team. The responding police are an invaluable resource that will be looked upon for response and unified ICS	Annual training in the proper protocols is given to faculty, staff, administration, and students. All practice various drills, such as lockdown and lockout.
The district will contact the appropriate law enforcement officials in the event of a violent incident or other emergencies as needed.	Eyewitnesses can inform the Main Office to call for assistance. The police will be called and other responders as deemed necessary. The local police are the main contact point for all district emergencies. Contact Sheets are attached to the local plan.	The district uses the Incident Command System to communicate with responding agencies and activates the Public Information Officer as needed. The district ICS protocols have been shared with responding fire, police and EMS agencies	Covered annually at the start of the school year and at the start of second semester as necessary.

Appendix J:

Regulatory Component with Regulatory Citation: Informing All Educational Agencies

Note: All names and phone numbers are maintained in the confidential Building-level School Safety Plan, regarding the system for notifying educational agencies located within the district.

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Appendix K:

Protection and Response: Notification and Activation for Contacting Parents and Guardians

Policies and Procedures	Internal & External Communication	Emergency Contacts	Method of Communication
The district will contact the appropriate parent or guardian in the event of a violent incident or other emergencies that directly involve their child. The district will inform the employees, parents, and students of a violent incident or emergency in a manner that ensures accurate, timely, and consistent information.	Eyewitnesses can contact 911 directly and then inform the Main Office or Eyewitness can inform the Main office to call 911, whichever expedites calling the police and/or other responders needed. The principal and school nurse will contact parent/guardian and inform them of all details pertinent to share. The information may include: summary of incident, location of student, if in transit, the destination and who has accompanied their child, if an ambulance is involved.	Each September the school will request and collect pertinent emergency contact information for every student in the school. The parents and guardians will be reminded to keep the school informed of any changes to this information. All emergency contact cards will be located in the school nurse's office.	As needed, the district will use letters home to parents, memos to faculty and staff and meetings to disseminate information regarding violent incidents or other emergencies.
All parents and guardians will be informed at the beginning of the school year of the district's policy regarding contacting them in the event of an emergency involving their child. All special needs will be taken into account, such as providing the information in the primary language of the parent or guardian.	This information will be included in an email or web-posting sent at the beginning of the school year. If there are parents or guardians that do not speak English, the information will be provided for them in their native language.		This newsletter is communicated through both the internet and the normal mail system.
The school will contact all impacted parents. The phone trees are updated and tested annually.	There are designated individuals who will be making these calls. They have locations to call from and will be given instruction as to what is to be said.		These calls will be made through the district phone system.

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Appendix L:

Situational Protection and Responses: Multi-Hazard Response

Multi-Hazard Response	Basic Response Procedures	Student, Faculty & Staff Accountability & Evacuation (before, during and after school) Including Special Needs	Communication & Transportation	District Resources and Grab & Go Bags
The district has detailed procedures in the confidential Building-level School Safety Plan for the following potential emergencies: Air Pollution, Anthrax/Biological Aviation Crash, Building Structural Failure, Bomb Threat, Civil Disturbance, Crimes Against People, Earthquake, Electrical System Failure Energy Supply Loss, Epidemic, Explosion, Fire Alarm Activation, Flood, HAZMAT on & off site, Heating System Failure, Hostage Situation, Intruder Situation, Loss of Building, Loss of Busses, Mass Casualty, Medical Emergency, Natural Gas Leak, Radiological, Roof Leak/ Failure, School Bus Accident, Severe Weather Emergency, Threats of Violence, Toxic Exposure and Water Emergency	The district has annual training and drills for the following procedures: Lockdown, Lockout, shelter-in-place, duck and cover, early dismissal, school cancellation and evacuation. These basic procedures can be used on a case-by-case basis as best fits the incident at hand. Specific details are included in the confidential Building Level School Safety Plan. The district uses ICS. The Incident Commander determines how many or few ICS branches are to be activated.	A. During each drill or real emergency, all students, faculty, and staff are accounted for. The attendance also allows for the addition of visitor accountability via the Main Office sign-in/sign-out log. Each teacher is responsible for the attendance of his/her students. B. The district has a procedure for programs held before and after school hours. C. As required by NYSED, all non-ambulatory people on floors above or below the ground level are informed of the “Area of Rescue” that are to be used in the event of an emergency evacuation. The fire department and the designated staff have been involved in this plan.	These details are located in the confidential Building-level School Safety Plan.	These details are located in the confidential Building-level School Safety Plan.

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Appendix M:
Responses to Acts of Violence: Implied or Direct Threats

Policies and Procedures
The district has a written policy for responding to acts of implied violence or direct threats of violence, which is included in the Code of Conduct.
All hall monitors will receive initial and annual training in de-escalation or potentially violent situations.
Every September, all faculty, staff, students, and parents will receive information about the signs of direct and implied threats of violence, what the school wants them to do in that situation, and who to report these threats to. The district has procedures that are outlined in the safety plan to address actions to be taken, such as lockdown, lockout.

Appendix N:
Acts of Violence

Policies and Procedures
The district has written policies that address acts of violence, which are included in the school code of Conduct, Policy Book, Students Handbook, and Faculty and Staff Handbooks.
Every September, all faculty and staff receive instruction on the policies of the district with respect to violence and violent acts. It should be noted that when the district goes into a lockdown, the district is also in a state of Lockout.
The district has specific policies addressing weapons on school grounds (this includes within the school and on the grounds as well as busses), sexual harassment, and the use of drugs and alcohol.

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Appendix O:
Protection and Response Protocols

Protection and Response Protocols	Comments and Attachments
<p>The district has identified appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-taking, intrusions, and kidnappings. There are response procedures for shelter-in-place, evacuation, lockdown, and/or lockout. These response protocols are district protocols and are used in the school building.</p>	<p>The details of these response protocols are located in the confidential Building-level School Safety Plan as recommended by the District-Wide School Safety Team and the NY State Police and/or local police. The specific protocols are shared with all employees and drills are conducted with all employees and students in September of each school year and again in late spring of each school year.</p>
<p>The District-Wide School Safety Team has invited local emergency responders (Fire, Police, EMS, County Emergency Personnel, etc.) to attend the committee meetings where they have discussed the district response protocols for evacuation, lockdown, and lockout. Responder suggestions have been incorporated into the protocols. Written response agreements have been established between the district and various response agencies.</p>	<p>A copy of the members of the local agencies that attend meeting to discuss protocols are located in the confidential Building-level School Safety Plan.</p>
<p>The district has established a chain of command through the Incident Command System (ICS) that clearly identifies the Incident Commander, who has emergency decision making authority, and the faculty and staff assigned to specific roles and responsibilities. The roles are identified for the primary person in each role as well as the first and second backup person, should the other individual(s) not be available or able to perform their assigned role. ICS allows the district to coordinate the designated school manpower with the district resources through their Logistics branch. The team members, roles, and responsibilities are reviewed on an annual basis and updated on an as needed basis.</p>	<p>The district building, a one district building, has used ICS to assign roles and responsibilities to their respective Emergency Response Team. This team is part of the confidential Building-level School Safety Plan. The team members have been trained in their roles and practice them during drills.</p>
<p>The school will use a confidential phone tree along with the building-level phone tree to contact all educational agencies within the district boundaries to inform them of any known or pending emergency within or near the district boundaries. The district will use the educational agency data from the Building-level School Safety Plan. If phones are down, then the media via Television and Radio will be used to communicate emergency information.</p>	<p>For confidentiality purposes, the educational agency details will remain in the confidential Building-level School Safety Plan as recommended by the State and/or local police agencies.</p>
<p>Attendance of all students, faculty, staff, and visitors is verified at the beginning of all drills/incidents, at the end of all drills/incidents and anytime people are moved from one location to another. Current student rosters, faculty/staff lists and visitor sign-in/sign-out logs from the main office are important tools to verify building occupancy during an incident. All visitors must sign-in/sign-out at the greeter's desk and wear a visitors badge in plain sight. All employees must wear the district's employee badges.</p>	<p>The district on an as needed basis upgrades the employee badges so all staff are current with their information.</p>

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APPENDIX P:

Arrangements for Obtaining Emergency Assistance from Local Government and Procedures for Obtaining Advice and Assistance from Local Government Officials

Procedures for Obtaining Advice and Assistance from Local Government Officials	Arrangements for Obtaining Advice and Assistance from Local Government Officials
The district uses the Emergency Reference Card to determine which emergency responders and officials need to be contacted under what circumstances. These Emergency Reference Cards are given to all district office administrators, principals, supervisors, security, head custodians, and their secretaries.	The District-Level School Safety Team has included the Local Police, Sheriff, State Police, Fire Chief, EMS, American Red Cross, County Emergency Coordinator, the Mayor, the Town Supervisors of our school district, etc. To attend various meetings during each year since the inception of this legislation. The initial meeting of this group had one specific topic for discussion, which was Article 2-B of the Executive Law. The procedures and expectations of school and government officials were discussed. It was agreed that this topic would be discussed annually as members of this group changed.
Security assessments have been made involving state/local police, fire, EMT, and Building-level School Safety Team members.	As verbal suggestions are made, a designated school person takes notes. These notes are then reviewed at the next Building-level School Safety meeting and prioritized for putting into place or adjusting current practice.

APPENDIX Q:

District Resources Available for use in an Emergency

Note: This appendix will appear in the confidential Building-level School Safety Plan only.

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APPENDIX R:

Procedures to coordinate the use of School District Resources and Manpower during an Emergency.

Procedures to Coordinate Resources and Manpower	Officials Authorized to Make Decisions	Assigned Staff Members and Responsibilities
The district has established a chain of command through the Incident Command System (ICS) that clearly identifies the Incident Commander, who has emergency decision making authority, and the faculty and staff assigned to specific roles and responsibilities. The roles are identified for the primary person in each role as well as a 1 st and 2 nd backup person, should the other individual not be available or able to perform their assigned role. ICS allows the district to coordinate the designated school manpower with the district resources through their Logistics branch. The team members, roles, and responsibilities will be reviewed on an annual basis and updated as needed.	The district and each school building have used ICS to assign roles and responsibilities to their respective Emergency Response Teams. In the Incident Command System, the Incident Commander (IC) has the authority to make official decisions on behalf of the school district. All recommendations, suggestions, and decisions must be reviewed by and approved by the IC. In the event of an incident that involves emergency responders, the district IC will connect with the responders' ICs in a Unified Command Post.	<p>The District-level and Building-level ICS teams are part of the confidential Building-level School Safety Plan. For the sake of school safety, the details are not included. The district does not publish the names or phone numbers of key school emergency response team members as recommended by local and state police agencies. The team members have been trained in their roles and practice them during drills. Each school Emergency Response Team consists of:</p> <ul style="list-style-type: none">· Incident Commander (IC)· Safety Officer· Liaison Officer· Public Information Officer (PIO)· Operations· Logistics· Planning & Intelligence· Finance/Administration· Incident Log/Scribe· Command Post

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APPENDIX S:

Protective Action Options

By October 1st of each school year, the superintendent and chief school administrator provide written information to all students and staff about emergency procedures.

Protective Action Options	Supporting Evidence
a) School Cancellation; the district has a policy and procedure of school cancellation.	The general procedures are shared with all faculty, staff, parents, and students through the district school newsletters sent home. Key school administrators with specific roles and responsibilities have written procedures, contact names and phone numbers to initiate the school cancellation procedure. These details are kept in the confidential District Office Building-level School Safety Plan.
b) Early Dismissal; the district has a policy and procedure for early dismissal.	The general procedures are shared with all faculty, staff, parents, and students through the district newsletter and with communications from the school. Key school administrators with specific roles and responsibilities have written procedures, contact names and phone numbers to initiate the early dismissal procedure. These details are kept in the confidential District Office Building-level School Safety Plan.
c) Evacuation; the district has a policy and procedures for evacuation.	The general procedures are shared with all faculty, staff, parents, and students through the district mailings and newsletters. Key school administrators with specific roles and responsibilities have written procedures, contact names and phone numbers to initiate the evacuation procedure. These details are kept in the confidential District Office Building-level School Safety Plan.
d) Sheltering; the district has a policy and procedure for sheltering.	The general procedures for sheltering have been shared with appropriate staff and Red Cross personnel. Key administrators with specific roles and responsibilities have written procedures, contact names and phone numbers to initiate the sheltering procedure. These details are kept in the confidential District Office Building-level School Safety Plan.
e) Lockdown and Lockout; the district has a policy and procedures for lockdown and lockout.	The general procedures are shared with all faculty, staff, parents, and students through the district school newsletters sent home. Key school administrators with specific roles and responsibilities have written procedures, contact names and phone numbers to use during lockdown and lockout. All employees and students are trained in how to initiate a lockdown or lockout. These details are kept in the confidential District Office Building-level School Safety Plan.

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APPENDIX T:

Recovery: District Support for Buildings and Disaster Mental Health Services.

Recovery & Mental Health Services
RECOVERY: The district has follow-up and post-incident policies and procedures, including templates, sample letters and procedures for various potential “aftermath” scenarios for death by violence, gang terrorism, student terrorism, suicide, etc. The templates and past practices are reviewed annually and updated as needed.
RECOVERY: After threats of violence and/or actual violent incidents, the district sends home a letter summarizing the concern, what has been done, and how people can get further assistance if needed.
RECOVERY: If needed, on the day of the incident and/or threat, the school holds a faculty/staff meeting at the end of that day if possible or at the start of the next school day. If the incident warrants the delay of school in order to facilitate such a meeting, then that is done to prepare all faculty & staff.
RECOVERY: This district has a post incident response team that meets to review the incident and the actions taken.
RECOVERY: The district-wide Emergency Response Team members have had ICS training and know their roles and responsibilities. Each team member has been assigned to a location within the one, district building. If needed they will work with other members of the team via direct connect phone/intercom system.
RECOVERY: The district has designated district staff to coordinate resources from the county and state to work with local officials in evaluating damage assessment of district property and to document cost-related emergency expenditures
RECOVERY: The district has speculated on the potential availability of local buildings in the event any school could not be re-occupied for an extended period of time. A list of possible buildings and contact names has been generated as a result.
Mental Health Services: The district has a plan to assist schools in the coordination of mental health services as needed. The district has developed a list of mental health agencies that will assist in the event it is necessary to call up on them for help. Educators play a critical role in the success of students, not just academically, but socially and emotionally as well. Knowing how to recognize the signs of crisis, emotional trauma and other related mental health issues is critical. Additional resources are provided through NYSED’s mental health guidance for educators available via: http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf , including the one page summary from the U.S. Department of Health and Human Services, titled “What Educators Should Know”.

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APPENDIX U:

Required Plan Development Procedures: District-wide School Safety Team and District-wide School Safety Plan Review and Public Comment.

DETAILS	DOCUMENTATION
The Waterford-Halfmoon Board of Education appointed the first District-wide School Safety Team on June 22, 2001, and annually appoints the school year's team each June thereafter.	Board Minutes.
The team consists of representatives from the Board of Education, teachers, administration, PTO, and other school personnel including bus drivers and monitors.	The names are maintained in the confidential Building-level School Safety Plan.
The District-wide School Safety Team develops the District-wide School Safety Plan as charged by the Board of Education.	Board Minutes annually in May and June.
The original District-wide School Safety Plan was made available for public comment on May 22, 2001. The Board adopted the original plan on June 28, 2001, and in June annually thereafter.	The dated public notice and the Board minutes reflect dates.
The original public hearing was held on May 22, 2001 and provided participation of school personnel, parents, students, and any other interested parties. The Board adopted the original plan on June 28, 2001. The annual public hearing is held 30 days prior to the annual Board adoption.	Reflected in the public hearing minutes.
The District-wide School Safety Plan is made available for public comment each July and is approved and adopted by the Board of Education each August.	S.A.V.E. document presented at Board of Education meetings. Reflected in Board minutes.
<p style="text-align: center;">School Resource Officer, Memorandum of Agreement and Stakeholder Input</p> <p>Effective July 1, 2019, NYSED amended Part 155.17, School Safety Regulation. This requires schools who employ School Resource Officers (SRO) to establish a contract or memorandum of agreement (MOA) with law enforcement which delegates school discipline to school administration. As required by NYSED, the MOA must state, "Under no circumstances shall the SRO be a school disciplinarian. The SRO will not be involved in the enforcement of disciplinary infractions that do not constitute violations of law". The district has a contract with the Saratoga County Sheriff's Office for their SRO. All stakeholders receive a written invitation to provide feedback on the SRO MOU, and are also welcome to attend the annual public hearing and to contribute to the public comment period during the annual Board of Education meeting. The WHUFSD MOA is developed with stakeholder input including: Parents, Students, School administrators, Teachers, Collective bargaining units, Parent and student organizations, and Community members including, but not limited to: Probation officers (Saratoga County Probation Officers), Prosecutors (Saratoga County District Attorney), Defense counsels (Saratoga County Public Defender), Courts that are familiar with school discipline (Saratoga County Family Court).</p> <p>School Community Stakeholders and Saratoga County Stakeholders are sent emails or mailed certified letters inviting them to offer input on the SRO MOA and to join the annual public hearing.</p> <ul style="list-style-type: none"> ● Saratoga County 2023-2024 SRO MOA (Link) 	

APPENDIX V:

*WATERFORD-HALFMOON
UNION FREE SCHOOL DISTRICT*



Public Health Emergency
Continuation of Operations Plan
An Appendix of the District-wide School Safety Plan

Original date of approved plan, BOE: March 18th, 2021

This plan has been developed in accordance with NYS legislation S8617B/A10832.

Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

This plan has been developed with the input of the WAA, WTA and CSEA, as required by the amended New York State Labor Law.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

This plan has been approved in accordance with requirements applicable to the agency, jurisdiction, authority, or district, as represented by the signature of the authorized individual below.

As the authorized official of the Waterford-Halfmoon School District, I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable, to address public health emergency planning requirements.

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Purpose, Scope, Situation Overview, and Assumptions

Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope

This plan was developed exclusively for and is applicable to the Waterford-Halfmoon School District. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

The following assumptions have been made in the development of this plan:

- The health and safety of our employees and contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expects us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job

Concept of Operations

The Superintendent of Schools of the Waterford- Halfmoon School District, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent of Schools.

Upon the determination of implementing this plan, all employees and contractors of the Waterford-Halfmoon School District may be notified by phone, email, or any other means determined to be necessary, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Parents, students, and other community members will be notified of pertinent operational changes by way of email notifications, social media messaging, and local news outlets, amongst others. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent of Schools or designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of Schools of the Waterford-Halfmoon School District, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary. Updates of this plan will be published on the District Website and posted conspicuously in all school buildings.

Upon resolution of the public health emergency, the Superintendent of Schools of the Waterford-Halfmoon School District, their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, the Waterford-Halfmoon School District is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of the Waterford-Halfmoon School District

The Waterford-Halfmoon School District has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of a one function to others
- The recovery sequence of essential functions and their vital processes

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them.

The mission essential functions for the Waterford-Halfmoon School District have been identified as:

Essential Function	Description
Information Technology/Continuity of Operations and Instruction	Provides hardware and software for staff and students to facilitate continued education in remote learning environments necessary for continuity of instruction and education. Also responsible for troubleshooting technical issues that may arise during the distance learning process, the offering of best practices in communication to ensure that students are able to access curricular materials, and for helping staff members disseminate information related to both academic and social-emotional education.
Buildings and Grounds	Continues to upkeep the campus during remote work and learning and ensures that all buildings and grounds are properly maintained, regularly cleaned, and disinfected as necessary to ensure the safety of school community members.
District Office	Oversight and management of the functions performed by employees in the Superintendent's office and the business office to ensure that regular business operations and services continue as necessary and/or mandated.
Health Office/Health Services	Upon consultation with the Saratoga County Department of Health, school nurses may be responsible for assessing ill staff and students, providing consultation to the district office, following up with healthcare providers, and providing assistance with contact tracing efforts as necessary.
School Building Main Office Staff	Oversight of mail, phones, sign-in procedures, and building utilization and operations.
Food Service	Ensure that food can be provided to students.
Transportation	To ensure that meals may be delivered to students.
Building Administrators	Oversight of the day-to-day functioning and support of the school community.
Child Care	The district works with the TSL Adventures after school program and other local child care providers to set up child care, either on-site and/or an off-site location.
Teaching/Instruction	Provide curriculum instruction to students (depending on remote/hybrid/in-person learning models)

Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology/Continuity of Operations and Instruction	<ul style="list-style-type: none"> Computer Network Manager 	Responsible for overseeing the local area network and the subsequent ongoing maintenance of this network for the district. Oversees the district's internet access, phone systems, and cell phone plans

	<ul style="list-style-type: none"> Assistant Network Manager 	Responsible for providing support to teachers and students in regards to computer hardware and software. Will respond to “help desk” and troubleshooting concerns.
Buildings and Grounds	Director of Facilities and Operations	<ul style="list-style-type: none"> Responsible for overseeing and providing direction to the facilities and grounds employees to ensure a safe working environment.
	<ul style="list-style-type: none"> Custodians Cleaners Maintenance Workers Groundskeeper(s) Supervisor/Supervising Custodian 	<ul style="list-style-type: none"> Responsible for routine cleaning, disinfecting, and maintenance tasks. Responsible for performing a wide variety of tasks related to the maintenance and upkeep of campus grounds, parking lots, and fields.
District Office	Superintendent of Schools	Responsible for making day-to-day decisions about educational programs, budget/spending, staff, and facilities.
	Director of Support Services	Responsible for assisting the Superintendent in the administration of special educational programming.
	<ul style="list-style-type: none"> Business Manager Executive Assistant to the Business Manager Financial Support Specialist 	<p>Responsible for assisting the Superintendent in the administration of business affairs in such a way to provide the best services with the financial resources available;</p> <p>Responsible for assisting the school district as a liaison to district personnel, providing guidance for personnel functions, and ensuring the complete and effective compliance with personnel policies, protocols, and practices.</p>
	Superintendent, as the Pandemic Administrator/Coordinator	Responsible for helping the school district come in to and remain in compliance with all aspects of reopening plans, reopening activities, and guidance related to reopening.
Health Office/Health Services	School Nurses	Assists building and district administrators by communicating with the local health department for guidance;
	School Nurses (cont.)	Responsible for assessing ill students and staff and assisting in contact tracing efforts.
School Building Main Office Staff	<ul style="list-style-type: none"> High School Secretary Elementary Secretary Chief Emergency Resource Officer (as needed) 	Responsible for answering phones, providing support to building administrators, responding to emails, screening visitors, assisting in building sign-in procedures, accepting deliveries, and helping disseminate mail.

Food Service	Food Service Manager	Responsible for overseeing the preparation of meals and coordinating with the Transportation Director to ensure that meals are disseminated.
	Food Service Employees	Responsible for the preparation of and making of meals for students.
Transportation	Transportation Director	Responsible for the safety and efficient operation and maintenance of the transportation department. Coordinates with the Food Service Manager on meal deliveries.
Building Administrators	Building Principals and Assistant Principals	Responsible for overseeing the day-to-day functioning of the school community and supporting the academic success of students, promoting a positive school climate, and assisting educators.
Teaching/Instruction	Teachers/Faculty	Provide curriculum instruction to students (depending on remote/hybrid/in-person learning models)

Reducing Risk Through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at work sites and on public transportation

Remote Work Protocols

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely
2. Approval and assignment of remote work
3. Equipping staff for remote work, which may include:
 - a. Internet capable laptop
 - b. Necessary peripherals
 - c. Access to VPN and/or secure network drives
 - d. Access to software and databases necessary to perform their duties
 - e. A solution for telephone communications

*Note that phone lines may need to be forwarded to off-site staff

Remote work protocols shall be developed and facilitated through coordination with district administrators, building administrators, and the IT department to ensure that all needs are met and that safety, security, and functionality are at the forefront of any and all discussions.

Approval and Assignment of Remote Work

The Superintendent or designee, in consultation with other administrators and/or supervisors as needed, will review requests for remote work and corresponding work assignments to aid in the decision making process. Final decisions will be communicated from the Superintendent and building/department administrators for dissemination to their respective staff. The Business Manager will notify payroll of such decisions to ensure employee time and attendance is tracked accurately.

Equipping Staff and Students for Remote Learning

The school district shall work with their IT Manager to support non-essential employees and students during an extended school closure. In order to support this, students K-12 and instructional faculty and staff shall be provided with Chromebooks/laptops as possible to ease the transition to remote learning/working. Non-instructional staff who work remotely will have access to Chromebooks/laptops based on their individual needs for them to effectively perform their job duties remotely. In addition, the IT Department has established protocols for the repair of Chromebooks/laptops, as well as protocols for assisting in the procurement of internet access at an individual's home, if they do not have internet. The IT Department will also be responsible for assisting individuals in the procurement of VPN or other secure network drives as is deemed necessary and for providing access to software and databases that are deemed necessary for somebody to perform their duty.

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts, the Waterford-Halfmoon School District will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered
2. Approval and assignment of changed work hours

Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, the Waterford-Halfmoon School District is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following may be considered:

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

Identification of Positions with Staggered Work Hours and Approval Process

District buildings and grounds staff may be assigned to staggered shifts to ensure coverage before, during, and after core business hours. Nurses and other building positions may also be realigned to ensure greater coverage during the day and to line up with the needs of our population.

The approval and assignment of changed work hours must be reviewed by the district's Building Administrator. Factors such as staffing levels, the ability to provide physical distancing, and ways to improve efficiency and/or effectiveness will be considered in the decision making process.

Personal Protective Equipment

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our employees and contractors. PPE which may be needed can include:

- Masks
- Face shields
- Gloves
- Disposable gowns and aprons

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The Coronavirus pandemic demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location
2. Procurement of PPE
 - a. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months
 - b. Public employers must be able to mitigate supply chain disruptions to meet this requirement
3. Storage of, access to, and monitoring of PPE stock
 - a. PPE must be stored in a manner which will prevent degradation
 - b. Employees and contractors must have immediate access to PPE in the event of an emergency
 - c. The supply of PPE must be monitored to ensure integrity and to track usage rates

Identification of Personal Protective Equipment Based on Job Duties

Each building shall be provided with a supply of disposable masks and hand sanitizer for use by students, employees, contractors, and/or visitors, as necessary. The Business Manager shall be responsible for monitoring and replenishing those supplies as necessary. Individuals with a medical necessity and an approved reasonable accommodation will be provided N-95 respirators as necessary.

Given the nature of their work, buildings and grounds staff and health office staff will be supplied daily access to disposable masks, disposable gloves, face shields, and gowns as necessary. Individuals who have a job position that requires the wearing of an N-95 respirator shall be entered into a respiratory protection program, fit tested, medically cleared, and provided N-95 respirators as required.

Procurement of Personal Protective Equipment

The Business Manager shall track PPE inventory in the building in the form of an inventory report that will be submitted for review each week. When inventory gets low (i.e., having less than two pieces of PPE for each essential employee for at least a six-month period), the Business Manager will notify the Executive Assistant to

the Business Manager, who will then contact one or more of the vendors on the District-approved suppliers list to procure the necessary PPE. The district maintains a supplier list with backup suppliers listed in an effort to mitigate any supply chain disruption. For unforeseen disruptions or shortages, the district shall work with the Saratoga County Department of Health for assistance. Personal protective equipment shall be stored within the buildings where they can be tracked and accessed in the event of an emergency, and maintained in a way that prevents degradation.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. When/If a staff member is exposed, we will follow applicable Saratoga County Department of Health, New York State Department of Health, and CDC guidelines as is required and best practices.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow CDC/public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

1. As possible, employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum.
 - a. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected according to a preset schedule that emphasizes their cleaning and disinfection.
 - b. Buildings and grounds staff, with possible assistance from others, will be responsible for cleaning and disinfecting common areas, based on the requirements of each individual situation and influenced by factors such as frequency of use, the specifics of the communicable disease, and recommendations from local, state, and federal authorities.
2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
3. Soiled surfaces will be cleaned prior to being disinfected.
4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work, off-site visits. This information may be used by the Waterford-Halfmoon School District to support contact tracing within the organization and may be shared with local public health officials. A daily log of all cleaning will be kept in each and every room. This log will be reviewed by custodial designees of the Director of Facilities.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of the Waterford-Halfmoon School District's essential operations. If such a need arises, the school district shall work with local and state authorities to help identify and arrange for housing needs.

Plan Timetable

DISTRICT ACTION	DEADLINE	COMPLETION DATE
Draft Amended DWSSP Sent to WHUFSD District-Wide School Safety Team for input and edits	Before it is sent to the Labor Unions	June 2023
Draft Amended DWSSP Sent to WAA, WTA and CSEA		June 2023
BoE Public Notice/Public Comment required for amended DWSSP	30 days before BoE plan approval	July 2023
Written Response to Labor Union Comments, if applicable	Prior to BoE plan approval	As needed
Board of Education Approval Date		August 2023

APPENDIX W: Emergency Remote Instruction Plan (beginning 2023-2024)

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities.

INTRODUCTION

The Waterford-Halfmoon Union Free School District developed the following Emergency Remote Instruction (ERI) Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: Policy #3410 Code of Conduct on School Property; #6410 Staff Use of Computerized Information Resources; Policy #6570 Remote Working; Policy #7160 Remote Learning; Policy #8271 Internet Safety/Internet Content Filtering/Policy.

NYSED Emergency Remote Instruction 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.

BACKGROUND INFORMATION

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

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts

that would otherwise close due to an emergency may, but are not required to, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods the school district will ensure the availability of:

- Devices;
- Internet access;
- Provision of special education and related services for students with disabilities; and
- 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, 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.

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 the PK through Grade 12 schools 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 ([NYSED Part 175.5](#))

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.

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.

Should the school need to close at any point in the school year, the district utilizes virtual remote instruction for all students and require them to log in to classes throughout the day with their teacher(s). Those classes may be synchronous (live streaming every period) and/or asynchronous (work/recorded lessons, posted to Google Classroom) based on what works best for the specific class and what is being taught/learned. Attendance is mandatory and traditional grading is done.

The district’s expectations for school staff is to have the proportion of time spent in synchronous instruction to be more than the time spent in asynchronous instruction of students on days of remote instruction under emergency conditions. The expectation is that asynchronous instruction is supplementary to synchronous instruction.

Goals of Instructional Continuity

- Provide all students with continuity of learning that is accessible and clearly communicated.
- Monitor and maintain student and family connections with school communities.

- Provide students with prioritized, meaningful and relevant remote learning.
- Ensure the highest level of support for all students.
- Continue to provide a high level of individual support for students and families of students with special needs.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Waterford-Halfmoon Union Free School District surveys families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in rural areas 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 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.

All students and staff are provided with a device by the district, such as an on-loan, Chromebook/laptop computer, to use for remote learning if they are unable to attend school in-person due to school closure at any point during the school year. Students and staff are provided with a means to send information to the school for printing needs, if necessary, during this time. Students who do not have access to high-speed internet are provided with learning materials in paper format that are aligned with the NYS standards, if necessary, and if possible, the district provides connectivity "hotspots" in the community to students who needed Wi-Fi connections. Parents using remote learning can contact District Information and Technology Staff for assistance with device ~~or~~ and internet troubleshooting needs during this period. Their contact information is shared with families as a resource.

District policies, noted in the introduction, and procedures such as assigning Chromebooks/laptops to each student at the start of the year and during the year for new students; offering remote learning guidelines and remote learning support portals; providing connectivity "hotspots" for Wi-Fi connections, are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

EMERGENCY CLOSURE REMOTE INSTRUCTIONAL PLAN (ERI Plan)

INTERNET AND DIGITAL DEVICE ACCESS	<p>The district provides students and instructional staff access to a personal computing device (Chromebook/laptop). In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students and instructional staff have their device at home for instruction.</p> <p>The 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's ERI Plan is consistent with the information provided by families in the Student Digital Resources data collection regarding the availability of computing devices made available to students or other means by which students will participate in synchronous instruction, and access to internet connectivity under emergency remote instruction. The district provides hotspots to any families, teachers and teaching assistants 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>The District will send an electronic communication in advance to all families to make them aware that the students will bring their individual devices home with them from school to ensure they have them for remote instruction.</p> <p>Per DWSSP Appendix V, the school district works with their IT Manager to support non-essential employees and students during an extended school closure. In order to support this, students and instructional faculty and staff shall be provided with Chromebooks/laptops as possible to ease the transition to remote learning/working. Non-instructional staff who work remotely will have access to Chromebooks/laptops based on their individual needs for them to effectively perform their job duties remotely. In addition, the IT Department has established protocols for the repair of Chromebooks/laptops, as well as protocols for assisting in the procurement of internet access at an individual's home, if they do not have internet. The IT Department is also responsible for assisting individuals in the procurement of VPN or other secure network drives as is deemed necessary and for providing access to software and databases that are deemed necessary for somebody to perform their duty.</p>
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	<p>The district works with community organizations and local public spaces to ensure students have access to Wi-Fi access points.</p>
PEDAGOGY	<p>All teachers in grades PK-12 will use 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 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, including supporting English Language Learner/Multilingual Learner students, during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</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 student participation and assignment completion (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><u>Alternatives to Remote Instruction:</u> The district determines which students for whom remote instruction via digital technology is not appropriate via agreement between the administration, teaching professional and parent/guardian. In these instances alternative materials to guide instruction will be made available in advance. Teachers or other professionals will be available to support students for whom remote instruction is not appropriate or accessible upon return to school.</p>

<p style="text-align: center;">STUDENT EXPECTATIONS</p>	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <ul style="list-style-type: none"> ● All students are expected to practice appropriate digital etiquette and responsible behavior during assigned 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 PK-12 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. Jr./Sr. HS teachers must be available for academic support during AAP.</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 the "Support for</p>

	Students with Disabilities During Emergency Closing Virtual Instruction” section below this chart for specific guidelines.
PROFESSIONAL SUPPORT FOR STAFF	<p>During a prolonged emergency closure, Faculty/Staff Meetings occur monthly or more frequently at the discretion of the building principal. In the event that professional development is needed, the district coordinates with the WSWHE BOCES to provide assistance.</p> <p>Teachers and other professional staff have ongoing training in remote instruction in addition to teaching in remote and hybrid environments during the pandemic. A platform of software and tutorials are available for teachers on the district website and IT are available for support.</p>
NON- INSTRUCTIONAL SERVICES <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>

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

Special education and related services are provided to students with disabilities, and preschool students with disabilities, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education. 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.

The district has identified ways in which remote instruction may be delivered to a student with a disability or to a preschool student with a disability. If a student with a disability or preschool student with a disability has a contingency plan developed by the committee on special education/committee on preschool special education to address remote learning needs in the event of intermittent or extended school closures, the contingency plan is implemented. Should the need to move to remote instruction arise, special education teachers and related service providers use a distance learning platform to continue small group instruction and related service provision to the greatest extent possible. Programs and services are documented on student’s IEPs which are developed in collaboration with parents. Teachers and service providers continue to communicate as needed with parents via phone calls, emails, and various communication applications. Requests for Committee on Special Education review meetings continue to be accepted and meetings scheduled accordingly. Virtual meeting participation is encouraged. Special education and related service providers refer to Individualized Education Programs for each student and ensure that the accommodations, modifications and supplementary aids and

services are in place in the classroom and during small group instruction. Should the district be required to revert to distance learning accommodations, modifications and supplementary aids and services are provided to the greatest extent possible.

- **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.

PRE SCHOOL-EMERGENCY INSTRUCTION

The District Committee on Preschool Special Education services are provided either face to face or via tele-therapy when necessary. Program providers and the Pupil Personnel Services office maintain close contact to ensure continuity of service. Providers are allowed to deliver service in the elementary building for those children in the Universal Pre-K program when necessary. Preschool service providers continue to monitor the schedule of students' Individualized Education Programs. Student progress is reported to parents quarterly. Requested review meetings are scheduled as required, virtual meeting participation is encouraged.

TEACHER INSTRUCTION AND CHECK-INS

The district reviews and updates attendance policies, emergency response plan, code of conduct, and other relevant local documents, to ensure attendance can be tracked for emergency remote instruction days. It is recommended that any policy regarding attendance includes provisions regarding attendance expectations during remote instruction.

Teachers utilize Google Classroom, Google Meet, phone conferences, email and other methods to provide instruction, hold live classes and office hours, post learning materials for students, as well as other online resources. Teachers record attendance and student performance participation within SchoolTool for all classes. SchoolTool is our Learning Management System supported by Northeastern Regional Information Center (NERIC) and is used to house all data.

Teachers of students with special needs and English language learners document daily contact on individual student contact logs. Teachers provide students with in-depth instruction on how to submit work via specific platforms being used in their classroom. Each building is developing materials to train students for at home learning. All students receive instruction to ensure they clearly understand their role in learning.

GRADING AND ASSESSING

Grading is based on teacher discretion. However, grading will clearly align with the learning outcomes of each course, as well as the NYS and Next Generation Learning Standards. All regents' level courses and College Now courses prepare students for the appropriate end-of-course assessments. Students are graded using each school's traditional scoring scale. The level, rigor, and quality of work expected from students is higher than the grading model used when the forced school closure occurred at the end of the 2019-2020 school year. The previous model focused mainly on participation and effort.

While participation and effort are required to be successful, teachers focus heavily on providing meaningful feedback and focusing on individual students' progress and learning. Mastery is hard to accomplish in isolation and student/teacher interactions help guide all learners through this process. Assessments are meaningful and are developed to meet the remote model.

POSTING GUIDELINES AND INSTRUCTIONAL SUPPORT

Teachers provide students with a calendar via Google Classroom outlining lessons and activities. This assists in keeping the students organized and current. Remote models follow the instructional days of the school calendar. Adjustments to the school calendar are made at the discretion of the Superintendent to ensure mandated minutes of instruction and daily requirements are met. All teachers are available during scheduled class time online and provide daily and timely feedback to their students.

PROFESSIONAL CONNECTIONS AND SUPPORT FOR STUDENTS

Academic teachers and special education teachers collaborate to support each other and our students. All staff are on alert for signs of social and emotional concerns. Identifying early warning signs and getting individuals connected with the help they need is crucial to their personal, professional, and academic success.

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 PK 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.

For school districts such as WHUFSD that receive foundation aid, districts can estimate the 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. This provision allows for districts to determine the number of hours per day that the district plans to provide instruction during emergency remote learning.

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.

How many hours of instruction will the district plan to claim for each day of an emergency closure? A WHUFSD remote instructional day is as follows: The number of a remote day's instructional hours and contractual work day hours are the same as an in-person instructional day:

- Grades PK-12: The contractual work day shall be 7 hours, 25 minutes.

The Superintendent of Schools and the Teachers Association acknowledge that professional responsibilities are required for the school day, instructional day, and for periods outside the school day. Professionals shall exercise their responsibilities within the contractual work day.

The instructional schedule will be as follows:

- Grades PK-6 shall begin between at 8:30 AM and end at 2:50 PM.
 - Instructional Day Length for Grades PK-6: 6 hours, 20 minutes.
- Grades 7-12 shall begin at 7:50 AM and end at 2:20 PM.
 - Instructional Day Length for Grades 7-12: 6 hours, 30 minutes.

It is understood that the school calendar shall include the number of pupil attendance days needed to assure maximum state aid for operating purposes, and if the number of snow days or other authorized school closings should require makeup days to assure maximum state aid, all professionals will be required to work on these makeup days without additional compensation beyond the annual salary provided by the terms of the district's Teachers Association agreement.

TRANSPORTATION

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

REPORTING

IMMEDIATELY

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

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

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

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

ANNUALLY BY JUNE 30th

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year **starting with the ending of 2023-2024**, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.