

HUDSON CITY SCHOOL DISTRICT

DISTRICT-WIDE SCHOOL SAFETY PLAN



Revised for 2023-2024

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HUDSON CITY SCHOOL DISTRICT
District-Wide School Safety Plan
Commissioner's Regulation 155.17 Project 14

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. School districts are required to develop a District-Wide School Safety Plan, which is 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 are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law.

This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The Hudson City School District supports the SAVE Legislation and has engaged in a planning process.

GENERAL CONSIDERATIONS

A. Purpose

The Hudson City School District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Hudson City School District Board of Education, the Superintendent of Hudson City 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 School Teams

The Hudson City School District has appointed 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, Law enforcement agencies, and other school personnel. The members of the team and their positions or affiliations are as follows:

- Superintendent of Schools
- Elementary School Principal
- Elementary School Associate Principal
- Elementary School Associate Principal
- Junior High School Principal
- Junior High Dean of Students/Associate Principal
- Senior High School Principal
- Senior High School Associate Principal
- Head Maintenance Worker
- Board of Education Representative(s)
- Director of Student Services

- School Psychologist
- Transportation Coordinator
- Teacher's Representative
- Coordinator of School Improvement
- School Business Administrator/ Chief Financial Officer
- Instructional Technology Manager
- School Safety Officers
- School Resource/Deputy Officers
- Emergency Services Representative(s)
- Food Service Manager
- Risk Management Consultant

The District-Wide Safety Team developed the District-Wide School Safety Plan, with input from appropriate school staff members, i.e. transportation and food service managers. The School Business Administrator or their designee shall serve as the Chief Emergency Officer for the Hudson City School District.

C. Concept of Operations

- The District-Wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans, as a matter of protocol. The activation of the Building-level Emergency Response Plan triggers the notification of the chain of command. It also triggers an assessment of the activation of District-Wide Emergency School Safety Plan and District-Wide Response Team.
- The District-Wide Plan was developed through extensive analysis of the local environment, emergency potential, and available resources. Through training and workshops, which included school staff, administration, and local emergency services, the plan has been developed to address the specific needs of the Hudson City School District and the community.
- In the event of an emergency or violent incident, the initial response to all emergencies, at an individual school, will be by the Building-level Emergency Response Team. The Building Principal is responsible for notifying the Superintendent, or the highest-ranking person in the chain of command, of any necessary Building-level plan activation. This notification shall be accomplished through the use of telephone or the district's radio network.
- Upon the activation of the Building-level Emergency Response Team, the Superintendent of Schools or his/her designee shall be notified and, where appropriate, local emergency officials shall also be notified.
- County and state resources supplement the school districts emergency action planning in a number of ways:
 - State and local law enforcement provide building reviews and staff training.
 - Local law enforcement and emergency services participate in planning and training exercises and develop strategies for managing building-level emergencies, e.g. a protocol has been developed for using emergency services vehicles to block roadways approaching district buildings for accident/incident scene management.

- o A protocol exists for the school district to use certain municipal buildings for sheltering during times of emergencies.
- o A protocol exists for the use of county mental health resources during post-incident response.

D. Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The School Board shall adopt the District-Wide Plan only after one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan shall be formally adopted by the Board of Education.
- Full copies of the District-Wide School Safety Plan and any amendments shall be submitted to the New York State Education Department within 30 days of adoption.
- This plan shall be reviewed periodically during the year and maintained by the District-Wide School Safety Team. The required annual review shall be completed on or before September 1st of each year after its adoption by the Board of Education. A copy of the plan will be available at the Board Clerk's office in the District Office.

RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies

Program Initiatives

The district has developed several programs and activities for improving communication among students, between students and staff, and for reporting of potentially violent incidents:

- Restorative Practices
- DASA Reporting/Coordinators
- Comprehensive Code-of-Conduct that describes appropriate behavior, reporting mechanisms and consequences for non-compliance.
- The school district has developed a package of information on environmental factors relating to violent behaviors, that is available and disseminated to staff and community members.

Training, Drills, and Exercises

- The district has established policies and procedures for annual multi-hazard school safety training for staff and students. Training includes:
 - o An annual review of the Building-level Emergency Response Guide, for building employees, which is conducted by each principal.
 - o The annual early go home drill, to test evacuation and sheltering procedures.
 - o For the purposes of familiarizing staff and students with emergency procedures, each school building conducts the required drills, throughout the course of the year, in compliance with the SED schedule.
 - o The Building-level tabletop exercise organized by an Emergency Management Consultant and run in cooperation with members of local emergency services.
 - o District-Wide tabletop exercise involving local law enforcement and emergency services.

- The District shall conduct drills and other exercises to test and evaluate the effectiveness of the District's Emergency Response Plan. Each building principal will forward a schedule of planned emergency drills and fire drills to the District Superintendent by the beginning of each school year. Each principal will also be required to complete a minimum number of student drills as follows:

4 lockdown drills, and 8 fire/evacuation drills. By December 31 of each year, 8 of the 12 total drills must be conducted, with the balance of the drills being conducted during the remainder of the school year

Following each drill, a meeting will be held to "debrief". Representatives of law enforcement, emergency service providers, administrative staff, custodial and support staff, parent organizations and, where appropriate, student representation will be present at this meeting. Any emergency drill or fire drill with an unsatisfactory outcome will be repeated within two weeks.

The results of such drills and exercises and the findings of the debriefing group shall be assessed by the Superintendent of Schools and reported to the Board of Education.

- The district may conduct tabletop exercises with the building-level safety teams each year to test the components of the emergency response plan. The narratives, sequence of events, and messaging for each exercise shall be developed by select members of the District-Wide Safety Team, Emergency Management consultants and local emergency services. The suggestions and necessary enhancements of the Building-level plan, noted during the evaluation, shall be documented by the evaluator and provided to the Building-level Safety Team and District-Wide Safety Team for further evaluation.
- Individuals having more direct responsibility for safety/security enforcement, such as aides and monitors, will be afforded further training. Such training will be provided through agencies such as (but not limited to) the New York State Police, local police agencies, local colleges and universities, or training conferences sponsored by various organizations.

Topics for training will include general security and safety measures, intervention strategies with difficult or challenging students, building security awareness, and reporting requirements and procedures.

In the execution of their duties, aides and monitors shall have responsibility for:

- o Monitoring halls, lavatories, locker rooms, locker bays, and similar areas, assuring orderly passage of students and pre-emptive intervention in potentially disruptive situations.
- o Observation of the general property, including the immediate outside area/perimeter of the building(s), with an obligation to report suspicious activity to district or building administration.
- o Overseeing study halls, cafeterias, or other areas of student assemblage with the goal of assisting to maintain an orderly, safe environment.

School Safety Personnel

School safety personnel have a critical role in violence prevention. The following represents a description of the responsibilities of school safety personnel in the district:

The building principal or his/her designee shall serve as the School Safety Representative for the school building. The responsibilities of the School Safety Representative are as follows:

- Monitor hallways, entrance ways, exits and outside grounds during school hours for unusual occurrences or unauthorized visitors.
- Act as building liaison in communicating building level safety issues or concerns.
- Represent the building on the District-Wide Health and Safety Committee.
- Serve on the building level, School Building Response Team.
- Attend school safety meetings and be a resource on school safety and security issues, for building staff.
- Develop plans and strategies for building security, crime and violence prevention, safety planning and staff training.
- Participate in school incident investigations.
- Respond to all school emergencies, as part of the building's Emergency Response Plan.
- Coordinate annual school safety multi-hazard training for students and staff. Multi-hazard training shall include crisis intervention, emergency response and management.
- Staff and students shall receive annual training and drill practice on protocols for bomb threats, evacuation, sheltering, lock-down, relocation to hallway, fire emergency, bus drills and appropriate violence prevention strategies.
- Designate procedure(s) for informing substitute teaching and non-teaching staff of school safety protocols.
- Comply, and encourage compliance, with all school safety and security policies and procedures established by the Board of Education.
- Attend professional development activities on school safety and violence prevention.

All school safety personnel shall be provided with training on violence prevention and school safety. All training courses shall receive prior approval from the Superintendent.

Implementation of School Security

In order to facilitate a high level of building security, the Hudson City School District has implemented a number of policies and procedures to enhance the physical security of its facilities. These procedures include:

- Developing and implementing a comprehensive Code-of Conduct.
- A process for visitor sign-in.
- Single entrance points in school buildings.
- Badge systems for employees and visitors.
- Video monitoring, at each point of access in school buildings with electronic access control.
- The use of hall monitors.
- School safety officers in each school.
- School Resource Officer - MCSSES
- Deputy Resource Officer – Jr./Sr. High School Campus
- Security audits conducted by security and safety professionals.

Hiring and Screening of School Personnel

The following hiring and screening practices are followed for the hiring of all personnel:

Fingerprinting and Criminal Background Checks

For all employees hired by the school district, the district completes a fingerprinting and criminal background check prior to appointment. Employees include any person receiving compensation for work from the school district; any employee of a contracted service provider involved in direct student contact; any worker assigned to a school under a public assistance employment program (includes part-time employees and substitutes).

Reference Checks

References are thoroughly checked prior to extending an employment offer.

- o Reference check forms are used for instructional, non-instructional and transportation personnel.
- o Reference checks are completed and reviewed by both the hiring supervisor and the administrator in charge of the program area.
- o Prior to making a job offer to a prospective employee, the following mandatory questions are asked during reference checks with immediate and/or past supervisors:
 - Do you have knowledge of any violations of safety or security by (prospective employee) related to students, staff or others?
 - Why did (prospective employee) leave your employment? Or, Do you know why (prospective employee) is leaving your employment?
 - Would you rehire (prospective employee)? If no, why not?

B. Early Detection of Potentially Violent Behaviors

The district has implemented policies and procedures related to the early detection of potentially violent behaviors. Each building principal is responsible for the dissemination of informative materials regarding the early detection of potentially violent behaviors, to staff and parents each school year. (Appendix 3). In addition, employees shall receive training on the district's Code-of-Conduct and awareness training on violent behaviors, to be conducted or coordinated by the building administrators.

C. Hazard Identification

The following facilities within the geographic boundaries of the Hudson City School District have been identified as having a potential for presenting emergencies that could affect the district:

- o Hudson Correctional Facility (Prisoner unrest) – Superintendent Jeff McKoy (518) 828-4311
- o Consolidated Rail Corporation (Derailment, chemical spills, fires) – Richard A. Knight, Roadmaster (518) 767-6479

RESPONSE

A. Notification and Activation (Internal and External Communications)

In cases of a serious violent incident the district would use the procedure listed below to meet the requirements for notification and activation. A serious violent incident is an incident of violent criminal conduct that is or appears to be, life threatening and warrants the evacuation of students and staff, because of an imminent threat to their safety or health, including but not limited to; the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical, or biological weapon, knife or other dangerous instrument capable of causing death or serious injury; riot; hostage-taking or kidnapping.

- o The City of Hudson Police Department and Columbia County Sheriff's Office have keys for entry to Hudson City School District buildings, in each patrol car. Floor plans, blue prints, maps and other nuances about each school premises shall be provided to the Hudson Police Department and Columbia County Sheriff's Department, by the Head Maintenance Worker. These plans will be renewed each year and distributed. Copies, along with other school data, will be placed in the Emergency Mobile Pack in each school.
- o Communications systems are:

Internal

Teachers and building staff	Public address system
Students	Public address system and verbally from supervising teachers
Superintendent of Schools	Phone by principal's secretary
Buildings and Grounds	Phone or radio by principal's secretary
Board of Education	Phone, E-mail, or group text

External

Columbia County Sheriff's Office	911 or (518) 828-3344
Hudson Police Department	911 or (518) 828-3388
Rescue Squad	911
Hudson Fire Department	911 (Direct to specific entrance)
Parents	By Phone whenever possible; mass direction via radio to a neutral location. Efforts by Hudson Police Department to keep parents from removing students is paramount
News Media	Superintendent of Schools

- The Superintendent of Schools shall be responsible for conveying emergency information to educational facilities within the geographic bounds of the Hudson City School District. The Superintendent shall take appropriate steps to secure the following information about each educational agency within the district: number of students, number of staff, transportation requirements associated with the evacuation of each facility; and the business and home telephone numbers of key officials of each agency. Such information shall be updated at least annually by the Superintendent. Each such agency shall report material changes, of such data, to the Superintendent of Schools, in writing, within 7 days of such change.

Communication with Parents/Guardians in the Event of a Violent Incident

- Instances of violence, including threats of violence to self or others, require notification of parents or guardians. When a student is determined to be at high or moderate risk, then a parent must be notified immediately. When a student is determined to be at low risk, then a parent must be notified within 24 hours of the school becoming aware of the incident.

Non-Public Schools

At this time there are no non-public schools within the geographic boundary of the Hudson City School District.

- Information will be provided to parents, guardians or persons in parental relation to the students, in the event of a violent incident or an early dismissal, through the use of local and regional radio and TV stations. These are the same stations that are used to announce official school delays or closings. This information is provided to parents through the School District Calendar.

B. Situational Responses – Multi-Hazard Response and Response Protocols

Responses to Acts of Violence: Implied or Direct Threats

In the event of an act of violence, or an implied or direct threat, the district shall follow the following protocol:

- Follow the color-coded Building-level Emergency Response Guide as directed by the Building Principal.
- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal of implied or direct threat.
- Determine level of threat with Superintendent/Designee.
- Contact the appropriate law enforcement agency, if necessary.
- Monitor the situation, adjust response(s) as appropriate, include the possible use of the Emergency Response Team.

Acts of Violence

In the event of serious acts of violence, district personnel shall follow the following protocol:

- Follow the Building-level Emergency Response Guide as directed by the Building Principal.
- Determine level of threat with Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform Building Principal/Superintendent.
- If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

The Hudson City School District has a comprehensive multi-hazard Emergency Response Plan. Such a plan is updated annually. Copies of the plan are available in each Principal's Office as well as in the Superintendent's Office and the Business Office. Elements of the plan include:

- Chain of Command
- Other Relevant Parties
- Emergency Planning Committee
- Emergency Telephone Numbers
- Telephone Tree
- First Aid List
- Fleet List
- A list of hazardous incidents and a response plan for each (e.g. bomb threat, hostage, intruder, natural disaster, structural failure, et. al.)

Chain of Command

- Superintendent of Schools
- Instructional Technology Manager
- Chief Financial Officer
- Coordinator for School Improvement
- MC Smith Elementary School Principal
- Hudson Senior High School Principal
- Hudson Junior High School Principal

Arrangements for Obtaining Emergency Assistance from Local Government

When making arrangements for obtaining assistance from the various emergency services organizations and local government agencies, during an emergency event, the School's Administration shall use the following process:

- Superintendent/Designee, in an emergency, contacts dispatch point or 911 center for fire or EMS response.
- Superintendent/Designee contacts the highest-ranking local government official for notification and/or assistance.

Procedures for Obtaining Advice and Assistance from Local Government Officials

The School's Administration shall use the following protocol for obtaining advice and assistance from local government officials, including the county or city officials responsible for the implementation of Article 2-B of the Executive Law:

- Superintendent/Designee, in an emergency, will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- The district has identified resources for an emergency, from the following agencies: (examples include the Red Cross, fire department, police, private industry, private individuals, religious organizations and others).

District Resources Available for Use in an Emergency

The Hudson City School District has created a comprehensive list of resources available during an emergency, including facilities, bulk petroleum, buses and trucks (See: Appendix 2)

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The district shall use the following procedure to coordinate the use of school district resources and manpower during emergencies:

- The Building Principal of the affected facility shall contact the Superintendent or the District-Wide Safety Team and request the necessary manpower or resources.
- The Superintendent of Schools, or the highest-ranking person in the chain of command, shall assess the request and allocate personnel and resources as necessary.

Protective Action Options

The Hudson City School District shall follow the following protocols in assessing the appropriate protective action option. The decision to cancel school, to dismiss early, to shelter in place or evacuate, shall be made in cooperation with state and local emergency responders as appropriate.

- School cancellation
 - Monitor any situation that may warrant a school cancellation – *Superintendent/District Team*.
 - Make determination – *Superintendent*.
 - Contact local media.

- School delay
 - Monitor any situation that may warrant school delay – *Building Administrators/ Superintendent/District Team*.
 - If conditions warrant, delay opening of school.
 - Contact Transportation Coordinator to coordinate transportation issues.
 - Contact local media to inform parents of delayed opening.
 - Set up an information center so that parents may make inquiries as to the situation.
 - Provide for safety and security of staff members and students who do come to school.

- Early dismissal
 - Monitor situation – *Superintendent/District Team*.
 - If conditions warrant, close school – *Superintendent*.
 - Contact Transportation Coordinator to arrange transportation.
 - Contact local media to inform parents of early dismissal.
 - Set up an information center so that parents may make inquiries as to the situation.
 - Retain appropriate district personnel until all students have been returned home.

- Evacuation (before, during and after school hours, including security, during evacuation and evacuation routes)
 - Determine the level of threat – *Superintendent*.
 - Contact Transportation Coordinator to arrange transportation – *Superintendent or Designee*.
 - Clear all evacuation routes and sites prior to evacuation.
 - Evacuate all staff and students to pre-arranged evacuation sites.
 - Account for all student and staff population. Report any missing staff or students to the Building Principal.
 - Make determination regarding early dismissal – *Superintendent or Designee*.
 - If determination was made to dismiss early, contact local media to inform parents of early dismissal.
 - Ensure adult supervision or continued school supervision/security.
 - Set up an information center so that parents may make inquiries as to the situation.
 - Retain appropriate district personnel until all students have been returned home.

- Sheltering sites (internal and external)
 - Determine the level of threat – *Superintendent/Incident Commander /Designee*.
 - Determine location of sheltering, depending on the nature of the incident.
 - Account for all students and staff. Report any missing staff or students to designee.
 - Determine other occupants in the building.
 - Make appropriate arrangements for human needs.
 - Take appropriate safety precautions.
 - Establish a public information officer to provide information, and current status of the situation, to parents and other inquiring parties.
 - Retain appropriate district personnel until all students have been returned home.

RECOVERY

A. District Support for Buildings

The Hudson City School District District-Wide Team will support the Building-level Emergency Response Team and the Post-Incident Response Teams, in affected schools. The Superintendent, in consultation with the team, may choose to activate the Questar III District-Wide Crisis Intervention Team by contacting the Questar III District Superintendent.

B. Disaster Mental Health Services

The district office shall assist in the coordination of Disaster Mental Health Resources, in support of Post-Incident Response Teams, in the affected schools. The Superintendent, or his/her designee, may activate the Questar III Crisis Intervention Team or gain additional resources from the Columbia County Department of Mental Health, as the situation requires.

APPENDICES

Appendix 1:

Listing of all school buildings covered by the District-Wide School Safety Plan with addresses of buildings, and contact names and telephone numbers for building staff.

Appendix 2:

Internal resources of the Hudson City School District.

Appendix 3:

The Early Detection of Potentially Violent Behaviors – A Guide for Families and Communities

Appendix 4:

SRD Responsibilities

Appendix 5:

Pandemic Operations Plan/Public Employer Health Emergency Plan (currently inactive)

Appendix 6:

Emergency Remote Instruction Plan

Appendix 1 - Listing of all school buildings covered by the District.

District Office

215 Harry Howard Ave

Hudson, NY 12534

Telephone: (518) 828-4360

Interim Superintendent: Cheryl A. Rabinowitz (ext. 2101)

Hudson Senior High School

215 Harry Howard Avenue

Hudson, NY 12534

Telephone: (518) 828-4132

Principal: Derek Reardon (ext. 3100)

Hudson Junior High School

215 Harry Howard Ave

Hudson, NY 12534

Telephone: (518) 828-4360

Principal: Rhode Octubre-Cooper (ext. 8302)

MC Smith Elementary School

102 Harry Howard Avenue

Hudson, NY 12534

Telephone: (518) 828-4658

Principal: Mark Brenneman (ext. 1111)

Appendix 2 - Listing of internal resources for Hudson City School District.

The District has the following resources available during times of crisis:

Vehicles

- (3) GMC Pick-ups
- (1) Jeep Grand Cherokee
- (1) Box trucks with lift gates
- (1) Dump Truck
- (1) Loader
- (1) Backhoe

Fuel Sources

- (1) 15,000 gallon tank of #2 Fuel Oil at the Hudson Junior/Senior High School
- (1) 10,000 gallon tank of #2 Fuel Oil at the MC Smith Elementary School
- (1) 50 kW Caterpillar Generator (#2 Fuel Oil 1 gal/3hrs) at Hudson Junior/Senior High School

Food

The district may be able to provide as many as 2500 meals, depending on time of year and food stock. Contact Food Services Director at 828-4360 ext. 2104.

The Junior/Senior High School cafeteria is equipped with gas cooking devices that may function when there is no electricity.

Communications

Hand-held radio systems, with coverage of the Hudson City area. For additional information, please reference the building-level emergency response plans.

Hudson City School District has a crisis plan in place to help aid in any emergency regarding the mental and physical health and well-being of a student in the district.

Appendix 3 - The Early Detection of Potentially Violent Behaviors – A Guide for Families and Communities

Early Warning Signs for Potential Violence

While there is no useful profile of an active shooter and while we understand that it is not always possible to predict behavior that will lead to violence, there are factors that we see commonly linked to acts of school violence. Furthermore, in many acts of school violence, information is shared with peers, on social media, or in art to make others aware of the fact that an act of violence may occur – which is defined as “leakage”. School personnel, students, and parents may all be in a position to observe and identify these warning signs and make others aware, before an act of school violence ever occurs.

No single sign is sufficient for predicting aggression and violence. Moreover, it is inappropriate – and potentially harmful – to use these early warning signs as a checklist by which one would attempt to evaluate an individual child. Rather, the warnings are offered as an aid in identifying and referring children who may need help towards a path of rehabilitation and intervention. The goal of threat assessment and other associated programs is not punitive in nature – the goal is to help a student or other individual who may be struggling. A good rule of thumb is to assume that these warnings, especially when they are presented in combination with each other, indicate a need for further analysis to help determine an appropriate and effective intervention strategy.

The information that follows, and such other information as may be appropriate, concerning Early Warning shall be made available to all employees in a form to be determined by the Superintendent. It is the policy of the School District that employees and students use the early warning signs only for identification and referral purposes. Trained professionals should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are cited by the United States Department of Education in its publication entitled **Early Warning, Timely Response: A Guide to Safe Schools**, and are presented with the following qualifications: **they are not equally significant and they are not presented in order of seriousness**. They include:

- **Social withdrawal.** In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- **Excessive feelings of isolation and being alone.** Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.
- **Excessive feelings of rejection.** In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways-including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.

- **Being a victim of violence.** Children who are victims of violence—including physical or sexual abuse—in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- **Feelings of being picked on and persecuted.** The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways—including possible aggression or violence.
- **Low school interest and poor academic performance.** Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations—such as when the low achiever feels frustrated, unworthy, chastised, and denigrated—acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.
- **Expression of violence in writings and drawings.** Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional—such as a school psychologist, counselor, or other mental health specialist—to determine its meaning.
- **Uncontrolled anger.** Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- **Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.** Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.
- **History of discipline problems.** Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.
- **Past history of violent and aggressive behavior.** Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.

- **Intolerance for differences and prejudicial attitudes.** All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance--when coupled with other factors--may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.
- **Drug use and alcohol use.** Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.
- **Affiliation with gangs.** Gangs that support anti-social values and behaviors--including extortion, intimidation, and acts of violence toward other students--cause fear and stress among other students. Youth who are influenced by these groups--those who emulate and copy their behavior, as well as those who become affiliated with them--may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.
- **Inappropriate access to, possession and use of firearms.** Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.
- **Serious threats of violence.** Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Identifying and Responding to Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, employees, or other individuals. Usually, imminent warning signs are evident to more than one employee member--as well as to the child's family.

Imminent warning signs may include:

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.
- Making others aware of a potential upcoming threat of violence.
- Taking planning steps towards an attack

Threat Assessment

In conjunction with physical security and emergency management, threat assessment is a key tool in ensuring the safety and security of our school communities. The goal of threat assessment is to identify students of concern, assess their risk for engaging in harmful behavior or violence against themselves or others, and identify intervention strategies to manage that risk and provide solutions for the student. Threat assessment is a multidisciplinary process which includes multiple members of the community responding to a potential threat of violence in order to field a meaningful and comprehensive solution. Threat assessment aims to gather facts which lead to a set of meaningful and accurate conclusions which develop and produce strategies to curb the destructive behavior.

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be written, spoken, or symbolic – as in motioning with one's hands as though shooting or strangling another person. There are principally four types of threats – direct, indirect, veiled and conditional.

Individuals who make threats normally manifest other behaviors or emotions that are indicative of a problem. These can include: signs of depression, prolonged brooding, evidence of frustration or disappointment; fantasies of destruction or revenge in conversations, writings, drawings or other actions; expressions of intense love, fear, rage, revenge, excitement or pronounced desire for recognition. Use of alcohol or drugs can be an aggravating factor, as can a romantic breakup, failing grades, or conflicts with parents or friends.

When performing threat assessment we understand that no single past event can provide us with all of the answers for the future, but we do understand that past events can provide us with a pathway towards understanding behaviors that may be indicative of larger problems. We know that past student attackers usually had multiple motives, most commonly being a grievance with classmates, we know that most attackers had experienced psychological, behavioral, or developmental symptoms, we know that attackers typically have interest in violent topics, we know that nearly all attackers have experienced social stressors involving their relationships with peers and/or romantic partners, we know that nearly every attacker experienced negative home life factors, we know that most attackers were victims of bullying, which was often observed by others, we know that most attackers had a history of school disciplinary actions, and we know that all past attackers had exhibited concerning behaviors, most had elicited concerns from others, and most communicated their intent to attack to others.

Personality Traits

Personality traits and behaviors that should be considered in assessing the likelihood of a student carrying out a threat include:

- a student intentionally or unintentionally revealing clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act;
- low tolerance of frustration, easily hurt, insulted, angered by real or perceived injustices;
- poor coping skills, demonstrating little ability to deal with frustration, criticism, disappointment, failure, rejection or humiliation;
- lack of resiliency, is unable to bounce back from frustrating and disappointing experiences; failed love relationship, cannot accept or comes to term with humiliation or rejection;

- injustice collector, nurses resentment over real or perceived injustices, will not forgive or forget those who s/he believes are responsible;
- narcissism, self-centered, lacking insight to the needs / feelings of others, blames others for failure and disappointment, may embrace the role of victim, display signs of paranoia, self-importance or grandiosity masking feelings of unworthiness, notably think or thin skinned;
- alienation, feels different or estranged from others, more than being a loner, involves feelings of isolation, sadness, loneliness, not belonging or fitting in;
- dehumanizes others, fails to see others as humans, sees them as objects to be thwarted;
- lacks empathy, demonstrates inability to understand feelings of others, may ridicule displays of emotion as weak or stupid;
- exaggerated sense of entitlement, has a sense of being superior and constantly expects special treatment and consideration;
- attitude of superiority, has a sense of being superior to others, smarter, more creative, talented, experienced, more worldly;
- exaggerated / pathological need for attention, positive or negative, regardless of the circumstances;
- externalizes blame, consistently refuses to take responsibility for own actions, blames others, often seems impervious to rational argument and common sense;
- masks low self-esteem, may display arrogance, self-glorifying attitude, avoids high visibility or involvement, may be considered a “non-entity” by peers;
- intolerance, racial, ethnic, religious and other, displays symbols and slogans of intolerance on self or possessions;
- inappropriate humor, macabre, insulting, belittling, or mean.
- Attempts to manipulate others, attempts to con and manipulate to win trust so others will rationalize aberrant behavior;
- Lack of trust, is untrusting and suspicious of the motives and intentions of others, may approach clinically paranoid state;
- Closed social group, introverted, with acquaintances rather than friends, may associate only with a single small group to the exclusion of others;
- Manifests a dramatic change in behavior, academic performance, disobedience of school rules, schedules, dress codes etc.
- Demonstrates unusual interest in sensational violence or acts of mass violence, may have a fascination or predilection towards violence that had occurred in previous school attacks;
- Fascination with violence-filled entertainment, movies, TV, computer games, music videos, printed material, inordinate amount of time with violent computer games and websites involving violence weapons and disturbing objects;
- Has negative role models, drawn to negative, inappropriate role models, such as past perpetrators of acts of mass or school;
- Manifests behavior that is relevant to carrying out a threat, spends inordinate amount of time practicing with firearms, on violent websites, begins excluding normal pursuits such as homework, class, work, time with friends, is seen mapping out the building or discussing plans for how they would carry out an attack, may create a “hit list” of people that they have grievances with.

Negative Home-Life Dynamics

A student's home life, and any stressors that may be new to the student, such as a parental divorce or separation, drug use or criminal charges among family members, or domestic abuse, could severely harm a child's life and predisposition towards carrying out a threat of violence. While none of the factors here should be viewed as a predictor that a student will be violent, past research has identified an association with a difficult home life and a range of negative outcomes for children

School Dynamics

School dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Student attachment to school, student appears detached from school, other students, teachers, and school activities;
- Tolerance for disrespectful behavior, school does little to prevent or punish disrespectful behavior between students, bullying is part of the school culture, school authorities are oblivious to bullying, little or no intervention by school authorities, school atmosphere promotes racial or class divisions, allows them to remain unchallenged;
- Inequitable discipline, discipline is inequitably applied or is perceived as such by students or employees;
- Inflexible culture, official and unofficial patterns of behavior, values and relationships among students, teachers and administrators are static, unyielding and insensitive to changes in society and the changing needs of newer students;
- Pecking order among students, certain groups have more prestige and respect – both officially and unofficially by students and school officials;
- Code of silence, prevails among students, little trust between students and employees, students and staff are unclear about who they should report potential threats to, there is no monitoring or reporting system currently in place;
- Unsupervised computer access, access is unsupervised and unmonitored, students are able to play violent games, explore inappropriate websites, promote violent hate groups, give instruction in bomb making etc.

Social Dynamics

Social dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Media, entertainment and technology, easy unmonitored access to media, entertainment and Internet sites with violent themes and images;
- Peer groups, intense and extensive involvement with a group that shares fascination with violence or extremist beliefs;
- Outside interests, outside interests of students are important to note as they can mitigate or increase the school's level of concern in assessing a threat;
- Copycat effect, school shooting and other violent incidents that receive intense media attention can generate threats or copycat violence elsewhere, school employees should be highly vigilant in the aftermath of such incidents.

Appendix 4– SRD Responsibilities

ATTACHMENT A

School Resource Deputy Sheriffs Responsibilities

1. The SRD shall not act as a school disciplinarian, but in the event that a crime occurs, may take necessary action.
2. The SRD shall act as a mentor, advisor, and law enforcement officer.
3. The SRD shall develop a rapport with the staff, students, parents, and any outside agencies, as necessary and/or appropriate.
4. The SRD shall offer assistance to individuals with issues dealing with probation, mental health, drug and alcohol treatment centers, and any other services that can assist in a student's health and well-being, and the SRD may refer them to the appropriate agency, where necessary and/or appropriate.
5. The SRD shall act as an instructor in specialized programs if requested by the building principal.
6. The SRD shall make him/herself available for parent, student, and teacher conferences if requested by school officials.
7. The SRD shall assist in school activities if requested by school officials. These activities will be commensurate with the duties of the SRD.
8. The SRD shall assist the school officials in building security matters, and shall take any other emergency actions, as needed, to maintain a safe and secure school.

Public Employer Health Emergency Plan for the Hudson City School District

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

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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 paragraphs k and l 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 shared with all Collective Bargaining Units of the Hudson City School District who were provided the opportunity to provide recommendations to the District.

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 Hudson City 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 paragraphs k and l 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.

Signed on this day: March 16, 2021

By: Dr. Maria Lagana Suttmeier

Title: Superintendent of Schools

Signature: _____



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 paragraphs k and l 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 Hudson City 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 expect 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 Hudson City School District, her/his designee, or her/his 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 Hudson City 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 her/his designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of Schools of the Hudson City School District, her/his designee, or her/his 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 Hudson City School District, her/his designee, or her/his 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 Hudson City 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 students, employees, contractors, and our educational community
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of the Hudson City School District

The Hudson City 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 students, employees, contractors, our educational community, 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 Hudson City 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 virtual 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, the assistant superintendent's office, the business office, special education, and the human resources office to ensure that regular business operations and services continue as necessary and/or mandated. Appropriate communications with students, families, employees, contractors, educational community, and other stakeholders will be an ongoing priority.
Health Office/Health Services	Upon consultation with the district physician and the Columbia County Department of Health, school nurses may be responsible for assessing ill students and staff, 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 is prepared and distributed to students.
Transportation	Ensure that meals are distributed to students
Building Administrators	Oversight of all building operations. Appropriate communications with students, families, employees, contractors, educational community, and other stakeholders will be an ongoing priority.

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. The District maintains that while the following positions or titles are considered essential, the District will determine staffing needs, and may decide that not all such employees will be required to report to work on campus. 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"> IT 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.
	<ul style="list-style-type: none"> IT Support Staff 	Responsible for providing support to staff, teachers and students in regards to computer hardware and software. Will respond to "help desk" and troubleshooting concerns.
Buildings and Grounds	Head Maintenance Worker	<ul style="list-style-type: none"> Responsible for overseeing and providing direction to the B&G department and employees to ensure a safe working environment. Maintains the operation of all District phones.
	<ul style="list-style-type: none"> Custodial Staff Maintenance Staff 	<ul style="list-style-type: none"> Responsible for routine cleaning, disinfecting, and maintenance tasks.

		<ul style="list-style-type: none"> 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 including but not limited to the safety of opening schools, educational programs, teaching and learning models (e.g., remote, hybrid, in person), budget/spending, staffing, essential operations, communications, Board relations, and facilities.
	Assistant Superintendent for School Improvement	Responsible for assisting the Superintendent in the administration of educational programming, staff development, and the development of goals to maintain all elements related to quality teaching and learning.
	School Business Administrator	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. In addition, oversees operation of buildings and grounds, food service, IT and transportation.
	Human Resource Manager	Responsible for assisting the Superintendent as a liaison to the Columbia County Department of Health, district personnel, providing guidance for personnel functions, and ensuring the complete and effective compliance with personnel policies and state regulations, safety protocols, collective bargaining agreements and district practices.
Health Office/Health Services	School Nursing Staff	Assists building and district administrators by communicating with the Columbia County Department of Health for guidance specific to students, may act as the liaison to the school physician, and assisting ill students and staff.
School Building Main Office Staff	School Secretary	Responsible for answering phones, providing support to building administrators, responding to emails, greeting visitors, assisting in building sign-in procedures, accepting deliveries, and helping disseminate mail and learning materials as necessary.
Food Service	Food Service Manager	Responsible for overseeing the preparation of meals and ensuring that meals are distributed.
	Food Service Employees	Responsible for the preparation of and distribution of meals for students.
Transportation	School Bus Dispatcher	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 Associate 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. Associate Principals will assist Principals in all areas of the school system as designated.
Instructional Staff and Paraprofessionals	Teachers Teaching Assistants Teacher Aides After School Program Staff	Responsible for providing direct instruction, instructional support, and supervision of students necessary to meet the educational needs of all HCSD students. Additional duties as assigned to ensure the health and safety of all individuals.

Reducing Risk Through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, the Hudson City School District can decrease crowding and density at work sites.

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

Approval and Assignment of Remote Work

Work from home accommodations must be approved by the Superintendent of Schools or Human Resource Manager. The Superintendent of Schools or Human Resource Manager will consult with the respective Building Principal/Supervisor in making all determinations on a case by case basis.

There may be some staff who will not be able to work remotely nor will they be needed to work on campus. The need for these staff will be determined on a case-by-case basis and by job title.

The Human Resource Manager will notify payroll of such decisions to ensure employee time and attendance is tracked accurately.

Equipping Staff and Students for Remote Learning

The Hudson City School District shall work with their IT Manager to support 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 is responsible for the repair of Chromebooks/laptops, as well as 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 employees to effectively perform their duties.

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 Hudson City 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

The Human Resource Manager, in collaboration with the Building Administrator/Supervisor, shall examine opportunities for staggered shifts as appropriate. Staggered shifts must be approved by the Human Resource Manager and must be in accordance with applicable collective bargaining agreement(s) or agreement by respective collective bargaining unit(s).

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
- Barriers

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 2020 coronavirus 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 is a function of Buildings & Grounds
 - a. PPE shall be stored in a manner which will prevent degradation
 - b. Employees and contractors must have 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 Head Maintenance Worker 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 Building Principal or her/his designee shall track PPE inventory in their building in the form of an inventory report that will be submitted to the *Head Maintenance Worker* 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 Head Maintenance Worker will notify the Business Administrator who will contact one or more of the vendors on the District-approved supplier's 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 BOCES and/or Columbia 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 a staff member is exposed, the District will follow applicable Columbia County Department of Health, New York State Department of Health, and CDC guidelines as is required and best practices.

The Hudson City School District recognizes there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive for a communicable disease. As stated above, the District 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 other staff, 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 Hudson City School District to support contact tracing within the organization and may be shared with local public health officials.

Employees' entrance into each building shall be recorded either electronically (through the District's electronic identification system) or by a designated employee at main entrances of each. Employees daily schedules shall be maintained by their immediate supervisor, including but not limited to, building assignment, classroom assignment, or office location. Employees shall be responsible for daily tracking of their own movement throughout the building daily.

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 Hudson City 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.

Emergency Remote Instruction Plan Appendix

District-wide School Safety Plan

Appendix 6: 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 Hudson City School District developed the following Emergency Remote Instruction Plan to address the instruction of students, should 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:

- [4526 - Computer Use In Instruction Policy](#)
- [4526-R - Computer Use In Instruction \(Regulation\)](#)
- [4526-E - Computer/Network Acceptable Use Policy](#)
- [4526.1 - Internet Safety Policy](#)
- [4526.1-R - Internet Safety Policy Regulation](#)
- [4765 - Online Learning and Course Credit Policy](#)
- [5100 - Attendance Policy](#)
- [5300 - Code of Conduct \(2023-24\)](#)
- [5300.26 - Athletic Code of Conduct \(2023-2024\)](#)

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. The districts *could* count these instructional days, toward the annual hours required 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 by which the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

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

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

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022. These amendments were implemented as an emergency action for the preservation of the general welfare and to permit approved special education providers the ability to provide remote instruction in the 2022-2023 school year, on days that they would otherwise have closed as a result of an emergency. It also allowed the ability to count such instructional days toward minimum requirements and to identify ways in which remote instruction will be delivered.

These amendments relate to remote instruction and its delivery under emergency conditions, for students in approved private schools and for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

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

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

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

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

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

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The **Hudson City School District** shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the **Student Information System**. When students do not have internet access, the district works with the families to provide a hotspot for students to access web-based instructional materials at home or at a remote location.

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

District policy # 4526-R & 4526-E procedures 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 LEARNING PLAN

<p style="text-align: center;">POLICIES</p>	<p>The plan adheres to guidance set forth in the following Board of Education policies:</p> <ul style="list-style-type: none"> ● <u>4526 - Computer Use In Instruction Policy</u> ● <u>4526-R - Computer Use In Instruction (Regulation)</u> ● <u>4526-E - Computer/Network Acceptable Use Policy</u> ● <u>4526.1 - Internet Safety Policy</u> ● <u>4526.1-R - Internet Safety Policy Regulation</u> ● <u>4765 - Online Learning and Course Credit Policy</u> ● <u>5100 - Attendance Policy</u> ● <u>5300 - Code of Conduct (2023-24)</u> ● <u>5300.26 - Athletic Code of Conduct (2023-2024)</u>
<p style="text-align: center;">INTERNET AND DIGITAL DEVICE ACCESS</p>	<p>The school district provides all students in grades PK-12 access to a personal computing device. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.</p> <p>The school district participates fully in the NYSED Digital Access Survey to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
<p style="text-align: center;">PEDAGOGY</p>	<p>All teachers in grades PK-12 will use Google Workspace (i.e., Google Meet, Google Classroom) 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>Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</p> <p><u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students’ participation and assignment completion using Google 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>
STUDENT EXPECTATIONS	<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>
DAILY SCHEDULE	<p>The virtual day will follow the same schedule framework as the 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.</p>

	Details of this schedule will be sent out once determined.
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, text messages, and/or phone calls via Parent Square, and academic/behavioral referrals to the administration. All effective strategies will be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. Please see this document for specific guidelines.
NON- INSTRUCTIONAL SERVICES <ul style="list-style-type: none"> ● TRANSPORTATION ● FOOD SERVICE ● MAINTENANCE ● CUSTODIAL ● CLERICAL/ ADMINISTRATIVE SUPPORT 	When a school district is in remote session, non-instructional services may still be required to report to work, to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather related emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated, in real time, by the appropriate supervisor or administrator, based on whether services can be provided in a safe and efficient manner.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan, any instruction sessions provided during the closure of school facilities are counted towards annual hour requirements for meeting 180 days necessary for State financial aid provisions.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A district remote instructional day is the same number of hours as an in-person instructional day.

For example, if the school district has three (3) remote instructional days in a school year, then it will claim an estimated total hours for State Aid purposes due to emergency conditions as follows:

- Grades K-6: 5 hours and 33 minutes per day X 3 days = 16 hours and 39 minutes
- Grades 7-8: 5 hours and 38 minutes per day X 3 days = 16 hours and 54 minutes
- Grades 9-12: 5 hours and 35 minutes per day X 3 days = 16 hours and 45 minutes

TRANSPORTATION

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

- [8400 - Transportation](#)
- [8410 - Eligibility for Student Transportation Policy](#)
- [8410.1 Students with disabilities](#)
- [8410.2 - Changes to Student Transportation Policy](#)
- [8410.3 - Transportation to a Child Care Location Policy](#)
- [8410.4 - Transportation for Sporting Events Policy](#)
- [8413 - Transportation to non-public schools](#)
- [8414.3 - Student Conduct on School Buses](#)
- [8414.7 - Parent Responsibility at Bus Stops](#)
- [8414.6 - Child Safety Zones](#)

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.