



Project SAVE
District-wide School Safety Plan
For
North Warren Central School District
2023-2024

Board of Education Approved on July 12, 2023

Introduction

The North Warren Central School District Wide School Safety Plan addresses preparedness through prevention, mitigation, protection, response, and recovery with respect to a variety of emergencies in each school district and its schools.

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

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

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents, declared state disaster emergencies involving a communicable disease or local public health emergency declaration and other emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Warren-Washington-Saratoga-Hamilton-Essex BOCES, in coordination with the North Warren Central School District, supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of North Warren Central School encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose

- The North Warren District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the North Warren Central School District Board of Education, the Superintendent of the North Warren Central 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 North Warren Central School District has created a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

C. Concept of Operations

- The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plan for North Warren Central School. The protocols reflected in the District-wide School Safety Plan will be used to guide the development and implementation of the individual Building-level Emergency Response Plan.
- The Board of Education has appointed the School District Superintendent as the Chief Emergency Officer. The Chief Emergency Officer or designee is responsible for coordinating communication between staff and law enforcement and first responders and for ensuring the staff's understanding of the district-level safety plan. The chief emergency officer or designee shall also be responsible for ensuring completion and yearly update of building-level emergency response plans.
- The development of the district-wide safety plan was a collaborative effort involving members of the district-wide safety team, law enforcement officials, county emergency service coordinators, and the Capital Region BOCES Health Safety Risk Management Services.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team. The North Warren Central School District houses all elementary and secondary students in a single facility. All information pertaining to an emergency or violent incident will be directed to either the building Principal(s)/Designee(s) or the Superintendent.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools, or his/her designee will be notified and, where appropriate, local emergency officials will also be notified by calling 911.
- County and State resources through existing established protocols may supplement emergency response efforts.

D. Plan Review and Public Comment

- This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before July 1 of each year. A copy of the plan will be available at the School Superintendent's Office.
- Full copies of the District-wide School Safety Plan and any substantial amendments will be submitted to the New York State Education Department within 30 days of adoption. The plan was submitted in June 2001.
- Pursuant to Commissioner's Regulation 155.17(e)(3), this plan was made available for public comment in May 2001 for a 30-day period prior to adoption. The district-wide and building-level plan was adopted by the School Board after the public hearing that provided for the participation of school personnel, parents, students and any other interested parties. The plan was formally adopted by the Board of Education in June 2001.
- While linked to the District-wide School Safety Plan, the **Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.**

Section II: General Emergency Prevention, Mitigation, Protection, Response and Recovery Planning

The District emergency preparedness includes prevention, mitigation, protection, response and recovery planning to decrease the likelihood of an emergency and to reduce losses or damage should one occur. Preparedness includes ensuring policies and protocols are in place as well as the readiness and knowledge to respond. This involves clarifying team member roles, having the incident command system (ICS) in place, continuous training on ICS and the plan procedures, and conducting exercises and drills.

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

1. **Integrated, Collaborative Approach;** The plan is developed with the notion that everyone has expertise to share and that planning should be a collaborative effort aligned at all levels for a common purpose — to create a safe learning environment for children.
2. **Five (5) Preparedness Missions** (Prevent, Mitigate, Protect, Respond and Recover); The plan is developed with the notion that specific, complementary activities along a continuum foster a safe learning environment for children. This approach to preparedness, represents an evolution in our collective understanding of national preparedness and is based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.
 - I. **Prevention** means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

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

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

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

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

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

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

Prevention and Mitigation: A positive school climate can help to prevent emergencies because it can reduce the incidence of behaviors that can contribute to crisis (e.g., violence, bullying,

harassment, substance abuse). Further, schools with positive school climates engage students in developing strong relationships with staff and peers, increasing the likelihood that students will quickly report potential threats to trusted adults within the school.

Protection and Response: Schools with positive school climates teach students the social and emotional competencies that enable them to develop persistence, tolerance of frustration, and ability to manage their emotions during an emergency. The teachers, counselors, school resources officers, and other staff who create positive school climates train regularly on child and adolescent development, and on how to respond appropriately to a variety of student behaviors so they are able to de-escalate aggressive behavior before it becomes a threat to school safety.

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

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

Section III: Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

Program Initiatives

- Prior to and since the implementation of the District-wide School Safety Plan, the North Warren Central School District has offered and participated in programs and activities for improving communications among students and between students and staff for reporting potentially violent incidents.

Training, Drills, and Exercises

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

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

District will certify that all school staff receive this training by September 15th of each school year, or within 30 days of hire, whichever is sooner.

- Full participation in the Annual Early Dismissal - Go Home Evacuation Drill.
- Full participation with 4 Building Lockdown/Security Drills annually.
- The District conducts 8 Emergency Evacuation Drills annually.
- The District conducts 3 School Bus Safety and Evacuation Drills annually.
- The district will conduct these drills and other training exercises to test components of the emergency response plan, including the use of tabletop exercises in coordination with the following agencies:
 - Chester and Horicon Volunteer Fire Departments
 - North Warren Rescue Squad (EMS)
 - Warren County Sheriff's Department
 - New York State Police
 - Warren County Office of Emergency Services
 - Health and Safety Risk Management Consulting Service

Implementation of School Security

- The North Warren Central School District has contracted with the Warren County Sheriff's Department for a full time School Resource Officer. The district also employs a full time Security Greeter who maintains access control during normal business hours. The district additionally employs procedures related to school building security, including building access control, employee identification badges and security monitoring systems.

Vital Educational Agency Information

- The North Warren Central School District has two facilities (Main School and Transportation Facility). The district has agreements with the Chestertown Town Hall and the Jack Wertzen Center (Word of Life Complex) to provide off-site sheltering needs if necessary.

B. Early Detection of Potentially Violent Behaviors

- The North Warren Central School District has implemented policies and procedures for dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to the identification of family, community, and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the district, board members, students and other persons deemed appropriate to receive such information.

C. Hazard Identification

- The identification of sites of potential emergencies is located in the Building-level Emergency Response Plan. The location of potential hazards is documented on a building and facility diagram. The District provided Emergency Response Agencies with copies of these documents for their use when responding to school emergencies.

Section IV: Response

A. Notification and Activation of Internal and External Communications

- The district policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident are located in the Building-level Emergency Response Plan.
- In the event of an emergency staff, students and visitors will be contacted in one or more of the following manners:
 - Telephone
 - Hand held radio
 - Intercom/Public Address System
 - Runner with verbal message
 - District Radio Systems
 - School Messenger Call Out System (Telephone/Text Message/Email)
- The district has established guidelines for staff and students that in the event that they initially discover an emergency situation, or impending emergency, that they will notify the Principal and provide him/her with information on the nature of the event. In the event that the Principal cannot be reached, the Superintendent will be contacted.
- The Building-level Emergency Response Plan provides procedures for contacting parents, guardians, or persons in parental relation to the students in the event of a violent incident or an early dismissal.

B. Situational Responses

- The district has developed multi-hazard response plans. These guidelines are present in Section F (Multi-Hazard Emergency Response Actions) in the Building-level Emergency Response Plan. The emergencies addressed in the plan include, but are not limited to:

Threats of Violence	Explosion
Hostage/Kidnapping	Bomb Threat
Natural/Weather Related	Hazardous Materials
Civil Disturbance	Mass Casualty
School Bus Accident	Biological
Gas Leak	Radiological
Intruder	Epidemic

Others as determined by the Building-level School Safety Team

Responding to Acts of Violence: Implied or Direct Threats

The Crisis Response Plan and Multi-Hazard Emergency Response Action Guidelines in each Building-Level Emergency Response Plan provides guidance on the district's policies and procedures for responding to implied or direct threats of violence by students (including to themselves), teachers, other school personnel and visitors to the school. The following types of procedure(s) are addressed in the plan, and could be used by the district:

- Contacting parents, guardians, or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.

- The use of staff trained in de-escalation or other strategies to diffuse the situation.
- Informing the Building Principal of implied or direct threat.
- Determining the level of threat with the District Emergency Response Team.
- Contact the appropriate law enforcement agency, if necessary.
- Monitoring the situation, adjusting the district's response as appropriate, and including possible implementation of the District Emergency Response Team.

Acts of Violence

- The Building-level Emergency Response Plan provides guidance on the district policies and procedures for responding to direct acts of violence by students, teachers, other school personnel and visitors to the school.

Response Protocols

- The Building-level Emergency Response Plan provide guidance on the district's policies and procedures for responding to bomb threats, hostage takings, intrusions and kidnapping.

Arrangements for Obtaining Emergency Assistance from Local Government

- The Building-level Emergency Response Plan provides guidance for obtaining assistance during emergencies from emergency services organizations and local government agencies.

Procedures for Obtaining Advice and Assistance from Local Government Officials

- The district will utilize procedures outlined in the Building-level Emergency Response Plan for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law.

District Resources Available for Use in an Emergency

- The Building-level Emergency Response Plan identifies the district resources, which may be available during an emergency.

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

- The Building-level Emergency Response Plan provides a description of the district's procedures to coordinate the use of resources and manpower during emergencies.

Protective Action Options

- The Building-level Emergency Response Plan describes actions that can be taken in response to an emergency where appropriate.

Section V: Recovery

A. District Support for Buildings

- The Building-level Emergency Response Plan provides information on resources for supporting the Emergency Response Team and Post-Incident Response Team at North Warren Central School. The district's Incident Command System Plan identifies alternates to

relieve team members, and interfaces with the Crisis Response Plan to provide team members the opportunity to debrief and rehab in a controlled environment.

B. Disaster Mental Health Services

- The Administrative branch of the Post-Incident Response Team will work through the School Psychologist and Student Advocate Specialist to coordinate disaster mental health resources through the Warren County Mental Health Department, community resources, neighboring school districts, and other disaster mental health resources to fully support members of the crisis response team.
- A debriefing of the Post-Incident Response Team is an essential part of the recovery phase following an emergency incident. The debriefing will be used in part to evaluate the district's plan for possible revisions.

Section VI: Declared State of Emergency Involving a Communicable Disease

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020 that requires public employers, including public school districts, to adopt a continuation of operations plan in the event that the Governor declares a state disaster emergency involving a communicable disease. The legislation (S.8617-B / A.10832) amended subdivision 2 of section 2801-a of New York Education Law to require that District Safety Plans include protocols for responding to a declared state disaster emergency involving a communicable disease that are “substantially consistent” with the provisions of section 27-c of the Labor Law. A technical chapter amendment (S.01295 / A.009980) to the legislation became effective February 16, 2021 (Chapter 30 of the Laws of 2021).

As per section 27-c of the Labor Law, the operations plan must include, but is not limited to:

- A. A list and description of the types of positions considered essential in the event of a State-ordered reduction of in-person workforce. For this purpose, essential is defined as required to be physically present at a work site to perform his or her job. Such designation may be changed at any time at the sole discretion of the employer.
- B. A description of protocols the employer will follow in order for nonessential employees to telecommute including, but not limited to, facilitating, or requesting the procurement, distribution, downloading, and installation of any needed technology, including software, data, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace, and may include devices.
- C. A description of how the employer will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding on public transportation and at worksites.
- D. Protocols the employer will implement to procure personal protective equipment (PPE), defined as equipment worn to minimize exposure to hazards, including gloves, masks, face

shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons and, for essential employees, a quantity sufficient to provide PPE to each essential employee to meet his or her tasks and needs during any given work shift. A plan for storage of equipment and access to equipment must be included.

- E. Protocols in the event an employee is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols shall not violate any existing federal, state, or local law regarding sick leave or health information privacy and must include detailed actions to immediately and thoroughly disinfect the work area, common area surface and shared equipment. The protocols must also describe the employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.
- F. Protocols for documenting hours and work locations, including off-site visits, for essential employees. The protocol shall be designed only to aid in tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available.
- G. Protocols for working with the employer's locality to identify sites for emergency housing for essential employees to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.
- H. Protocols for implementing any other requirements determined by the Department of Health such as contact tracing or testing, social distancing, hand hygiene and disinfectant, or mask wearing.

The employer must consider and respond to recommendations received from the recognized or certified representatives of the employer's employees in writing, within a reasonable timeframe. A copy of the final version of the plan shall be published in a clear and conspicuous location, and in the employee handbook, and in a location accessible on either the employer's website or on the internet accessible by employees. No employer shall take retaliatory action or otherwise discriminate against any employee for making suggestions or recommendations regarding the content of the plan. "Retaliatory action" is defined as the discharge, suspension, demotion, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

Appendix A: District School Building List

The following is a listing of school district buildings covered by the district-wide school safety plan:

Building Name	Address	Contact Name/Number
North Warren Central School	6110 State Route 8 Chestertown, NY 12817	Superintendent (518) 494-3015
Bus Garage	63 Cougar Lane Chestertown, NY 12817	Transportation Supervisor (518) 494-3727

Appendix B: Annual Review and Adoption Dates

Public Hearing Date	30 Day Public Comment Dates	BOE Review & Approval Date	District-wide School Safety Team Appointment Date
6/13/22	6/14/22-7/14/22	8/8/22	7/11/22
6/12/23	6/12/23	7/12/2023	7/12/2023

*The District-wide School Safety Plan was updated to include the NYS Public Employer Health Emergency Plan and then brought to the Board of Education for public hearing, 30-day public comment, and approval.

Appendix C: School Resource Officer Job Duties

SCHEDULE A

SRO JOB DUTIES

1. Consult with and coordinate activities as requested by the Superintendent and/or designee;
2. Abide by School Board policies to the extent that such compliance does not interfere with or impede the SRO in the performance of his or her duties as a law enforcement officer;
3. Initiate law enforcement action as necessary and notify the school principal as soon as possible, and, whenever practicable advise the principal before requesting additional law enforcement assistance on campus and undertake all additional law enforcement responsibilities as required by standard police practices and standing general orders;
4. The SRO shall act as a liaison for other law enforcement officers in matters regarding School District policies while on school grounds;
5. The SRO in pursuing the performance of his/her duties shall coordinate and communicate with the school principal;
6. The SRO shall develop an expertise in presenting various subjects; including but not limiting to lockdown procedures, bullying, drug abuse prevention education and shall provide these presentations at the request of school personnel in accordance with the established curriculum;
7. Encourage group discussions about law enforcement with students, faculty and parents;
8. Attend meetings with parents and faculty groups to solicit their support and understanding of the SRO school program and to promote awareness of law enforcement functions;
9. To confer with the principal of the school to which the SRO is assigned to develop plans and strategies to prevent and/or minimize dangerous situations on or near campus or involving students at school related activities;
10. Perform such duties as described herein as requested by the school principal. However, such duties shall not include things normally assigned to school personnel such as lunchroom or hall duty. Nothing herein shall preclude the SRO from being available in areas where interaction with students is expected;
11. The SRO shall familiarize himself/herself with and shall abide by School District policy and applicable law concerning interviews with students should it become

necessary to conduct formal law enforcement interviews with students or staff on school property or at school functions under the jurisdiction of the School District insofar as same shall be in harmony with standard police practices and standing general orders;

12. Under no circumstances shall the SRO be a school disciplinarian. The SRO will not be involved in the enforcement of disciplinary infractions that do not constitute violations of law;
13. The SRO shall affirm the role of law enforcement officer by wearing the uniform, unless doing so would be inappropriate for scheduled school activities. The uniform shall be worn at events where it will enhance the image of the SRO and his/her ability to perform his/her duties;

Appendix D: NYS Public Employer Health Emergency Plan for North Warren Central School District

NYS Public Employer Health Emergency Plan for

North Warren Central School District



Approved:

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

Promulgation

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

This plan has been developed with the input of North Warren Teacher’s Association and CSEA Local #1000, as required by the amended New York State Labor Law.

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

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

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

Michele G. French
Superintendent of Schools

Record of Changes

Date	Implemented By	Description of Changes

Purpose, Scope, Situation Overview, and Assumptions

Purpose

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

Scope

This plan was developed exclusively for and is applicable to North Warren CSD. 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.

Situation Overview

On March 11, 2020 the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.

The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use [CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe](#). The fundamentals of reducing the spread of infection include:

- Using hand sanitizer and washing hands with soap and water frequently, including:
 - After using the restroom
 - After returning from a public outing
 - After touching/disposing of garbage
 - After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible
- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately
- Clean and disinfect workstations at the beginning, middle, and end of each shift
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials.

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.

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

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

Concept of Operations

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

Upon the determination of implementing this plan, all employees and contractors of NWCSO shall be notified by ROBO call, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Families, faculty and staff will be notified of pertinent operational changes by way of the ROBO call system and the district Website. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent or their designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of Schools of the NWCSO, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the public health emergency, the Superintendent of NWCSO, their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

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

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Essential functions are those functions that enable an organization to:

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

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

The mission essential functions for NWCSD have been identified as:

Essential Function	Description
Custodial Staff/Grounds	To maintain the building and grounds for safe entry and exit and to keep our building clean and sterilized.
IT Department	Maintenance of our systems for accurate communication to students/families, faculty, and staff so that in-house and remote learning can continue.
Food Service	To provide meals in our school community since we are a high needs district, and all receive free breakfast and lunch.
Administration	To coordinate and supervise all staff and ensure the safety for all.
Secretarial	To support efficient operations and facilitate contact with families.
School Counseling Team	To maintain and support students and staff well-being through contact via home visits, phone calls, and email.
Teachers	To maintain academics for in-person and remote learning.
TAs/Aides	Support faculty and food service.
Transportation/Drivers	To transport students, deliver food and materials as needed to families. To keep our fleet running and in good standing with DOT.

Essential Positions

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

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Essential Function	Essential Positions/Titles	Justification for Each
Custodial/ Grounds	Supervisor Custodial Staff (Rotation)	The Supervisor organizes and maintains the cleanliness and safety in the building and on the grounds. The Custodial Staff maintains the cleaning processes in the building and conducts snow removal.
IT Department	Teacher on Assignment Consultant Net Tech Specialist IT Help Desk Aide	The Teacher on Assignment supports teachers with assignments. The Consultant provides guidance to keep systems up and running. The Net Tech Specialist conducts daily upkeep, running systems, and updates the district website. The IT Help Desk Aide supports the full-time staff in the department.
Food Service	Supervisor Food Service Staff (Rotation)	The Supervisor oversees that all students who need meals are fed, order and keep stock of kitchen inventory. The Food Service Staff support the Supervisor in packing and serving food to students.
Administration	Superintendent Principals & Business Official Account Clerk	The Superintendent guides daily operations. The Principals and Business Official support instructional staff and maintain financials. The Account Clerk ensures all bills are paid and paychecks are completed bi-weekly.
Secretarial	Confidential Office Specialist Office Secretaries	A rotation of all of the Secretarial positions cover phones and, as needed, support their particular departments and ensure IEPs, etc., are honored.
School Counseling Team	Director School Psychologist Social Worker Guidance Counselor	The Director is to maintain contact with families, ensure all schedules are up to date, and support Building Principals. All other titles: To intervene as needed with families and support the Director and Principals.
Teachers	All Teachers	All teachers work under the direction of Principals to complete education of all students in-person or remote.
TA/Aides	All TA/Aides	TA/Aides are only needed as support to keep functions like academics and food service running.
Transportation	Supervisor & Mechanic	The Supervisor and Mechanic oversee the fleet and its health, coordinate the distribution of food and student transportation.

	Bus Drivers	Bus Drivers transport students to and from school and/or meals to families in remote learning situations.
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Reducing Risk Through Remote Work and Staggered Shifts

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

Remote Work Protocols

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

1. Identification of staff who will work remotely
2. Approval and assignment of remote work
3. Equipping staff for remote work, which may include:
 1. Internet capable laptop
 2. Necessary peripherals
 3. Access to VPN and/or secure network drives
 4. Access to software and databases necessary to perform their duties
 5. A solution for telephone communications
 1. Note that phone lines may need to be forwarded to off-site staff

Remote employees are assigned an internet capable device, given appropriate access to web-based materials for off-site work. Phone calls can be forwarded to alternate phone lines or remote access can be arranged for off-site employees. Incoming callers would be informed that messages may not be answered right away.

The Superintendent, or designee, will determine when remote work will be permitted, based upon current laws and regulations.

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, NWCSO 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

Staggered shifts will be determined by the Superintendent, or their designee, based upon the Pandemic and need for separation of department members for health and safety. Approval and assignment of modified work hours will be done by the Superintendent, or their designee.

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:

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

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

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location
2. Procurement of PPE
 1. 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
 2. Public employers must be able to mitigate supply chain disruptions to meet this requirement
2. Storage of, access to, and monitoring of PPE stock
 1. PPE must be stored in a manner which will prevent degradation
 2. Employees and contractors must have immediate access to PPE in the event of an emergency
 3. The supply of PPE must be monitored to ensure integrity and to track usage rates

Essential Function	Location	Type of PPE
Custodial/Grounds	District-wide	Face Covering Disposable Gloves Face Shield or Goggles* Disposable Gowns*
IT Department	School/District-wide	Face Covering
Food Service	School	Face Covering Disposable Gloves
Administration	School	Face Covering
Secretarial	School	Face Covering
School Counseling Team	School	Face Covering
Teachers	School	Face Covering
TA/Aide	School	Face Covering
Transportation	Bus Garage	Face Covering Disposable Gloves

		Face Shield or Goggles* Disposable Gowns*
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*Items may be requested at any time.

PPE and cleaning supplies will be maintained and managed by the Supervisor of Buildings and Grounds in consultation with the Superintendent of Schools and Business Official. All PPE will be stored between the storage bay in the Custodial department and the Superintendents suite of offices. In the event of emergency procurement needs will be facilitated by the Business Manager with the Account Clerk to file emergency POs to order supplies. North Warren is also part of the consortium of schools that have access to emergency PPE through WSWHE BOCES.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following CDC guidelines, we have established the following protocols:

. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a ‘close contact’ with someone who is confirmed infected, which is a prolonged presence within six feet with that person):

1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for the lesser of 14 days or other current CDC/public health guidance for the communicable disease in question.
 1. As possible, these employees will be permitted to work remotely during this period of time if they are not ill.
 2. The Superintendent, Principals or Business Official (the NWCSD Administrative Team) must be notified and who is responsible for ensuring these protocols are followed
 3. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing
- B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
 1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
 2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
 3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.
 4. NWCSD will require sick employees to provide a negative (PCR) test result for the disease in question or healthcare provider’s note to validate their illness, qualify for sick leave, or return to work.
 5. NWCSD nurse(s), along with the Superintendent and/or Designee must be informed in these circumstances and are responsible for ensuring these protocols are followed.
- C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:

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1. Apply the steps identified in item B, above, as applicable.
2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
 1. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
 2. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
 3. See the section on Cleaning and Disinfection for additional information on that subject.
2. Identification of potential employee and contractor exposures will be conducted
 1. If an employee or contractor is confirmed to have the disease in question, a member of the Administrative Team or their designee should inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
 2. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.
2. Superintendent or Designee must be notified in these circumstances and who is responsible for ensuring these protocols are followed

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

Cleaning and Disinfecting

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

1. Custodial Staff will clean workspaces on a nightly basis.
 1. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected on a scheduled basis approved by the Supervisor of Buildings and Grounds.
 2. The Custodial Staff is responsible for cleaning common areas.
2. Classroom Staff will wipe down desk surfaces between groups of students.
3. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
4. Soiled surfaces will be cleaned with soap and water before being disinfected.
5. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
6. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which NWCS is committed to reducing the burden on our employees and contractors. The *Families First Coronavirus*

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Response Act provided requirements related to the COVID-19 pandemic, which form the policies outlined below. This policy may be altered based upon changes in law or regulation, as applicable.

It is our policy that employees of NWCSO will not be charged with leave time for testing. Employees will be provided with up to two weeks (80 hours) of paid sick leave at the employee's regular rate of pay for a period which the employee is unable to work due to quarantine (in accordance with federal, state, or local orders or advice of a healthcare provider), and/or experiencing symptoms and seeking medical diagnosis.

Further, NWCSO will provide up to two weeks (80 hours) of paid sick leave at two-thirds the employee's regular rate of pay if the employee is unable to work because of a bona fide need to care for an individual subject to quarantine (pursuant to federal, state, or local orders or advice of a healthcare provider), or to care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to the public health emergency, and/or the employee is experiencing a substantially similar condition as specified by the CDC/public health officials. This provision may be modified if an employee is able to effectively work remotely and the need exists for them to do so.

Additionally, NWCSO will provide up to an additional 10 weeks of paid expanded family and medical leave at two-thirds of the employee's regular rate of pay where an employee, who has been employed for at least 30 calendar days by NWCSO, is unable to work due to a bona fide need for leave to care for a child whose school or childcare provider is closed or unavailable for reasons related to the public health emergency. This provision may be modified if an employee is able to effectively work remotely and the need exists for them to do so.

Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of NWCSO, and as such are not provided with paid leave time by NWCSO, unless required by law.

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 NWCSO to support contact tracing within the organization and may be shared with local public health officials.

Sign in and out sheets will be placed at our main entry to record all staff that have not signed in to the daily health screening application. This sign in and out sheet will also be used to document visitors to our building.

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 NWCSO essential operations.

If such a need arises, hotel rooms are expected to be the most viable option. As hotel rooms are not a viable option for NWCSO, to help identify and arrange for these housing needs the district coordinates with the:

Warren County Office of Emergency Management
Director: Ann Marie Mason

The district employee coordinating this is the Superintendent, or their designee.

Emergency Closing Remote Instruction Plan

The North Warren Central School District has developed an Emergency Closing Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Closing Remote Instruction Plan was developed with the intention of meeting the requirements of the New York State Education Commissioner’s Regulations to include the plan in the North Warren Central School District Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education Policies:

- Policy Number 6570 Remote Working
- Policy Number 7150 Remote Learning

North Warren Central School District 2023-2024 Emergency Closing Remote Instruction Plan

INTRODUCTION

The North Warren Central School District developed the following Emergency Closing Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Closing 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 two Board of Education Policies 6570 Remote Working and 7150 Remote Learning.

BACKGROUND INFORMATION

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

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner’s regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, but are not required to, remain in session, and provide instruction through remote learning and count these instructional days towards the annual hour’s requirement for State Aid purposes. Instruction must be provided to

all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Closing 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 Closing Remote Instruction Plan must include the methods the school district will ensure the availability of:

- Devices;
- Internet access;
- Provision of special education and related services for students with disabilities; and
- The expectations for time spent in different remote modalities.

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

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

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

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the proposed rule is 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 the Pre-Kindergarten through Grade 12 School 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.

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

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

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

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

Students without internet access at home:

Students without internet access will be provided with paper-based, parallel activities and assignments to allow them to fully engage in the learning process. Teachers will regularly contact students and parents via telephone or text to ensure attendance and engagement.

Goals of Instructional Continuity

- Provide all students with continuity of learning that is accessible and clearly communicated.
- Monitor and maintain student and family connections with school communities.
- Provide students with prioritized, meaningful and relevant remote learning.
- Ensure the highest level of support for all students.
- Continue to provide a high level of individual support for students and families of students with special needs.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The North Warren Central School District shall survey families to find out who has a reliable high-speed internet connection. In compliance with the New York State Education Department Digital Equity Survey North Warren Central School conducts an annual Technology Survey every September to identify families who do not have internet access or devices, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the North Warren Central School District provides information on internet access and computer accessibility. All survey information is stored and available in Power School. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

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

District policies 6570/Remote Working and 7150/Remote Learning and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

SPECIAL EDUCATION EMERGENCY INSTRUCTION

Should the need to move to remote instruction arise, special education teachers and related service providers use a distance learning platform to continue small group instruction and related service provision to the greatest extent possible.

Programs and services are documented on student’s IEPs which are developed in collaboration with parents. Teachers and service providers continue to communicate as needed with parents via phone calls, emails, and various communication applications. Requests for Committee on Special Education review meetings continue to be accepted and meetings scheduled accordingly. Virtual meeting participation is encouraged.

Special education and related service providers refer to Individualized Education Programs for each student and ensure that the accommodations, modifications and supplementary aids and services are in place in the classroom and during small group instruction. Should the district be required to revert to distance learning accommodations, modifications and supplementary aids and services are provided to the greatest extent possible.

ACADEMIC INTERVENTION SERVICES (AIS)

Should the need to move to remote instruction arise, Academic Intervention Services and related service providers use a distance learning platform to continue small group instruction and related service provision to the greatest extent possible.

Programs and services are documented on student’s IEPs which are developed in collaboration with parents. Teachers and service providers continue to communicate as needed with parents via phone calls, emails, and various communication applications. Requests for Committee on Special Education review meetings continue to be accepted and meetings scheduled accordingly. Virtual meeting participation is encouraged.

Academic Intervention Services and related service providers refer to Individualized Education Programs for each student and ensure that the accommodations, modifications and supplementary aids and services are in place in the classroom and during small group instruction. Should the district be required to revert to distance learning accommodations, modifications and supplementary aids and services are provided to the greatest extent possible.

PRE SCHOOL-EMERGENCY CLOSING INSTRUCTION

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

TEACHER INSTRUCTION AND CHECK-INS

The district reviews and updates attendance policies, emergency response plan, code of conduct, and other relevant local documents, to ensure attendance can be tracked for emergency closing remote instruction days. All Regents exams and assessments are offered unless NYSED decides otherwise.

Teachers utilize Google Classroom, Google Meet, phone conferences, email and other methods to provide instruction, hold live classes and office hours, post learning materials for students, as well as other online resources. Teachers record attendance and student performance participation within Power School for all classes. Power School is our Student Information System and is used to house all data.

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

GRADING AND ASSESSING

Grading is based on teacher discretion. However, grading will clearly align with the learning outcomes of each course, as well as the NYS and Next Generation Learning Standards. All regents' level courses and College Now courses prepare students for the appropriate end-of-course assessments. Students are graded using each school's traditional scoring scale. The level, rigor, and quality of work expected from students is higher than the grading model used when the forced school closure occurred at the end of the 2019-2020 school year. Standard Grading Practices apply. While participation and effort are required to be successful, teachers focus heavily on providing meaningful feedback and focusing on individual students' progress and learning. Mastery is hard to accomplish in isolation and student/teacher interactions help guide all learners through this process. Assessments are meaningful and are developed to meet the remote model.

POSTING GUIDELINES AND INSTRUCTIONAL SUPPORT

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

PROFESSIONAL SUPPORT FOR STAFF

During a prolonged emergency closure, Faculty Meetings occur monthly or more frequently at the discretion of the building principal. The district will determine the number of professional development days prior to the beginning of live classes.

PROFESSIONAL CONNECTIONS AND SUPPORT FOR STUDENTS

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

STAFF RESPONSIBILITIES

- **TEACHERS**

Teachers collaborate to effectively support the student body as a whole. At the time this plan is created, all Regents exams and assessments are still scheduled to occur. Teachers provide relevant instruction to meet the standards for each course to prepare students for success on these high-level end-of-year state assessments.

- **SPECIAL EDUCATION TEACHERS**

Special education teachers continue to support their students based on their assigned caseloads. Special education teachers continue to collaborate with general education and academic area teachers to ensure equitable access to instruction. Staff continue to provide student support in accordance with student IEP and schedule. Resource Room teachers follow the instructional schedule, making themselves available for support as scheduled. The resource room teacher does a daily check-in with the students on their caseload to monitor student progress and support individual needs. The resource room teacher works closely with the content area teacher to address curriculum needs and academic support.

- **RELATED SERVICE PROVIDERS**

Related Service Providers should provide the indicated consultation and direct services per the IEP to the extent feasible using remote learning platforms. Related service providers must track their instruction, parent and student contact, and student impact/progress daily. Special Education staff and/or related service providers need to monitor student participation online and check-in with families of those students who have limited participation in order to problem solve. All contacts with families and students should be documented in Frontline/IEP Direct including attempted contacts that were not successful. Multiple attempts to engage students and parents should be indicated in the documentation. Staff should inform building administration of students who have not be participating in remote learning.

- **SCHOOL COUNSELORS**

Counselors focus on social emotional learning and academic progress of students. They make themselves available to all students and continue to meet the needs of the IEPs of the students on their caseloads. Teachers contact counselors if a student needs social emotional support, and the counselor's follow-up as necessary.

- **TEACHING ASSISTANTS AND AIDES**

Aides and teaching assistants help in the preparation of materials, copying, supervision and other duties assigned or requested by the administration and the teachers with whom they work.

- **CLERICAL**

Clerical staff continue to fulfill the duties of their contractual positions.

- **STAFF AVAILABILITY**

Student-teacher interaction is an important part of the teaching and learning process. All teachers are available according to their period schedule and through scheduled office hours. Acceptable platforms for instruction and interaction include Google Classrooms, Google Meets, phone calls and emails.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

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

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

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

TRANSPORTATION

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

REPORTING

- **AS SOON AS POSSIBLE**

The School Superintendent shall notify the NYSED Commissioner as soon as possible (directly or through your BOCES District Superintendent) whenever the District-Wide School Safety Plan or

Building-level Emergency Response Plan is activated and results in the closing of a school building in the district (except 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 North Warren Central School District shall report Emergency Closing Remote Instruction through the State Aid Management System at the end of the school year. If remote instruction is provided in response to a school closure that is due to an activation of the building level emergency response plan, not including routine snow days, it shall also be reported in the Report of School Closure. After the close of the school year starting with the ending of 2023-2024, the School Superintendent report 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 Closing Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

The North Warren Central School District Board of Education shall make The Remote Emergency Closing 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.