

HOMER CENTRAL SCHOOL DISTRICT



District-Wide Safety Plan



Revision Date: August 2024

Table of Contents

BACKGROUND	3
ADMINISTRATIVE PROCEDURES	4
1. DEFINITIONS	6
2. POTENTIAL EMERGENCY SITES AND HAZARD ID	10
A. MAPS, FLOOR PLANS AND DISTRICT MAPS	
B. SURVEY OF VULNERABILITY	
3. PREVENTION AND INTERVENTION STRATEGIES	11
A. SPECIAL EDUCATION PROGRAMS	
4. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS	11
A. INDICATION OF POTENTIALLY VIOLENT BEHAVIOR	
B. INTERPRETATION OF WARNING SIGNS	
5. COMMUNICATION, EARLY DETECTION AND REPORTING OF POTENTIALLY VIOLENT BEHAVIORS	13
A. PROGRAMS UTILIZED THROUGHOUT THE DISTRICT	
6. RESPONDING TO IMPLIED OR DIRECT THREATS OF VIOLENCE	13
A. PROCEDURES	
7. RESPONDING TO ACTS OF VIOLENCE	15
A. RESPONDING TO ACTS OF VIOLENCE	
B. POST INCIDENT RESPONSE	
8. EMERGENCY RESPONSE PROTOCOLS	16
9. CONTACTING LAW ENFORCEMENT IN AN EMERGENCY	16
A. SEQUENCE OF ACTIONS	
10. COORDINATING USE OF RESOURCES IN AN EMERGENCY	16
A. STAGING AREAS	
B. LOCATIONS OF THE COMMAND POST	
C. DISTRICT PERSONNEL AT THE COMMAND POST	
D. DUTIES OF THE SUPERINTENDENT	
E. DUTIES OF THE DIRECTOR OF FACILITIES	
F. DUTIES OF THE DISTRICT SPOKESPERSON	
G. DUTIES OF TRANSPORTATION SUPERVISOR	
H. DUTIES OF THE LUNCH MANAGER	

11.	EMERGENCY ASSISTANCE FROM OTHER GOVERNMENTAL AGENCIES	21
12.	INTER-AGENCY ADVICE AND ASSISTANCE	21
13.	INTERNAL & EXTERNAL NOTIFICATIONS	22
	A. HOMER CENTRAL SCHOOL DISTRICT SITES	
	B. PARENTS, GUARDIANS & COMMUNITY	
	C. STATE EDUCATION DEPARTMENT	
14.	SCHOOL SAFETY TRAINING FOR STAFF AND STUDENTS	23
	A. RESPONSIBILITIES OF THE DISTRICT	
	B. RESPONSIBILITIES WITH RESPECT TO STAFF	
15.	EMERGENCY DRILLS AND EXERCISES	23
	A. CONDUCT OF DRILLS	
	B. FIRE DRILLS	
	C. TRAUMA-INFORMED	
16.	IMPLEMENTATION OF SCHOOL SECURITY	26
	A. BASIC PROCEDURES	
	B. VISITOR PROCEDURES	
	C. STAFF RESPONSIBILITIES	

BACKGROUND

This District-wide safety plan has been developed to comply with the mandates of the Safe Schools Against Violence in Education Act (“Project SAVE”) and the Regulations of the Commissioner of Education at 8 NYCRR Section 155.17(c)(1). The Board of Education appointed a District-wide School Safety Team, comprised of representatives of the school board, administrators, faculty, staff, parent organizations, students, school safety personnel and other individuals, to develop the plan. It provides standard procedures to guide staff and students of the Homer Central School District when responding to an emergency. It also sets forth the required drills to keep staff and students familiar with the standard response procedures. This plan was originally adopted by the Board of Education on September 11, 2001 and submitted to the State Education Department on September 12, 2001.

Building-level safety plans have also been developed to comply with Project SAVE to establish specific emergency response plans for each school building. These building safety plans provide detailed response procedures for each school building in the Homer Central School District. Such plans will comply with the requirements of Education Law §2801-a (3) and the Regulations of the Commissioner of Education at 8 NYCRR §155.17(c)(2).

Project SAVE requires that this Plan include policies and procedures on several prescribed topics. In some instances, a general policy on a prescribed topic is set forth in the Homer Central School District Safety Plan and the specific procedures to implement such a policy are included in the Building Safety Plans or annexed as an appendix to the Building Safety Plans.

Emergency situations can range from man-made problems such as power outages, fires and bomb threats to natural disasters like blizzards and floods, and may present highly dangerous situations or mere inconveniences. In an emergency situation, the Homer Central School District’s priorities are first the protection of life, then preservation of property, and restoration to normal activities. This Plan and the Building Safety Plans describe procedures for a variety of emergencies. Obviously, no plan can cover all possible emergencies. Therefore, District officials are to use their judgment and discretion in responding to an emergency in a manner consistent with the provisions of this Plan and the applicable school Building Safety Plan in a manner that will minimize loss of life, personal injury and property damage.

ADMINISTRATIVE PROCEDURES

The Superintendent is the District's Chief Emergency Officer (CEO) and the Superintendent's office serves as the Emergency Command Post. The HTEC Conference room will serve as an alternate command post.

The Assistant Superintendent for Business Services will be responsible to ensure that the Command Post and Alternate Command Posts are equipped with a radio(s) to receive messages from the Emergency Broadcast System and the National Weather Bureau. Each Command Post shall also be equipped with a telephone, bull horn, emergency lighting, emergency telephone numbers, list of hazardous materials, school district profile, building plans, local and regional maps.

When the Superintendent declares an emergency or the Superintendent is notified that an emergency/disaster exists, either by the County Emergency Director or other authority, he/she will begin implementing the emergency plan by activating the chain of communication as follows:

Superintendent
Assistant Superintendent for Management
Assistant Superintendent of Instruction

They and the Building Administrators, Transportation Supervisor, Director of Facilities and Food Services Manager may be alerted to report to the Command Post for communication accessibility. The administrators or supervisors should notify the Superintendent as soon as possible if they are to be delayed. All administrators and supervisors will remain on alert until the emergency is determined to be over or until notified by the Superintendent.

The degree of the emergency and subsequent actions will be determined based upon information supplied by the Building Administrator, County Emergency Coordinator, Civil Defense Officials and other authorities. One or more of the following responses may be utilized: EARLY DISMISSAL, SCHOOL CANCELLATION, SHELTERING, HOLD IN PLACE, EVACUATION, LOCKOUT, and LOCKDOWN.

The decision to close school remains exclusively with the Superintendent (Chief Emergency Officer). **In case of absence or unavailability, the chain of command for emergency decisions is:** Superintendent, Assistant Superintendent for Management, and Assistant Superintendent of Instruction. The Superintendent shall provide these administrators with a list of radio and television station telephone numbers for use in an emergency.

The Superintendent of Schools, during a local or state emergency, shall act as the chief communication liaison for all agencies within the district, and shall address all news media. The Superintendent will also be responsible for notifying the District Superintendent of the Onondaga-Cortland-Madison Board of Cooperative Educational Services (315-433-2602) as soon as possible whenever the emergency plan results in the closing of a school building within the district (exception: routine snow days).

In an emergency, all employees have a responsibility to protect and maintain the health, safety, and welfare of the district's students. Staff members may be assigned to accompany and supervise students. Ordinary rules of work hours, work site, job descriptions and any other contractual provisions are subject to state, county, or school district directives. Transportation staff members are expected to report to work when alerted of an emergency. Staff members involved in the response shall continue their response actions until the emergency is ended.

The Superintendent shall provide written information by October 1 of each school year to all students and staff about emergency procedures.

The Superintendent shall provide for at least one sheltering drill and at least one early dismissal during each school year. Transportation and communication procedures shall be included in the tests. The sheltering drill may occur at any time during the school day. The early dismissal will begin fifteen minutes prior to the end of the regular school day. Parents shall be notified from the Superintendent's Office at least one week prior to an early dismissal.

The Superintendent and or their designee shall review and revise, as necessary, the Plan at least once each year.

B. BUILDINGS

Each Building Administrator is responsible to provide internal directions to all staff should any emergency or disaster occurs. Since the safety and health of the students and staff are of prime importance, the Emergency Plan should be reviewed with the building staff. The following components should be building specific and supplement the district Emergency Plan:

1. Identification of key people, meeting points and assembly areas.
2. Review of key people in each emergency and the proper sequence of action.
3. Identification of sites of potential emergencies (inside and outside sources)
4. Identification of resources available (equipment, manpower, etc.)
5. Diagrams of all buildings/wings by floor.
6. Identification of exit routes and shelter areas.

The Building Administrator is responsible for monitoring the conditions of any school facility, which may affect the welfare of students and staff. Each Building Administrator will be familiar with the necessary emergency procedures. In the event the safety of students and staff can no longer be ensured within the building, then appropriate evacuation procedures will begin.

C. TRANSPORTATION

Whenever a decision has been made to evacuate or dismiss early, the Transportation Supervisor, and/or dispatcher will notify all available drivers needed to report to the Transportation Center. This will usually take approximately 3/4 of an hour. Drivers reporting to the Transportation Center will be assigned a route. Normal bus driver assignments and routes may be suspended. The Director of Transportation will notify the school principals of the geographic area, which should be dismissed first.

Students who are outside the school district under district authorization (i.e., field trips, athletic events, BOCES) may not be returned to the school. They may be transported home or to a designated reception center as the emergency dictates.

All students will be evacuated by district buses only. No student will be allowed to drive any vehicle during the emergency evacuation.

The Transportation Supervisor will maintain a current list of regular and substitute bus drivers, an up-to-date file of bus routes, student bus lists, and an updated copy of the emergency evacuation plan. Members of the transportation staff will be oriented to the emergency evacuation plan by the Director of Transportation.

DEFINITIONS

- A. ACCIDENTAL DISASTER - Any major fire, explosion, transportation crash, hazardous material incident or other major occurrence in which the lives, safety or property of numerous persons is in jeopardy.
- B. BUILDING ADMINISTRATOR - The principal of a school building or his or her designee.
- C. BUILDING EMERGENCY RESPONSE PLAN - A building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and contains the provisions required by 8 NYCRR §155.7(c)(2).
- D. BUILDING RESPONSE TEAM – Individuals within the school building designated to serve specific roles in responding to an emergency or individuals who may be called upon to assist response and recovery efforts during a crisis.
- E. BUILDING SAFETY TEAM - The building-specific team appointed by the Building Administrator, in accordance with regulations or guidelines prescribed by the Board, to develop specific emergency procedures at the building level. The Building Safety Team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other individuals the Board deems appropriate.
- F. CIVIL DISORDER - An action by any individual or group that poses a substantial threat to peace, life and/or property or any tumultuous or violent activity that creates a grave risk of causing public alarm.
- G. DISASTER – The occurrence or imminent threat of injury, loss of life, or severe damage to property, resulting from any natural or manmade causes, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, war or civil disturbance.
- H. DISTRICT-WIDE SCHOOL SAFETY TEAM – A District-wide team appointed by the Board. The District-wide team shall include, but not be limited to, representatives of the Board of

Education, student, teacher, administrator, and parent organizations, and other school personnel.

- I. EARLY DISMISSAL – Returning students to their homes or other appropriate locations before the end of the school day.
- J. EMERGENCY – A situation, including but not limited to a disaster that requires immediate action, occurs unpredictably, and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.
- K. EMERGENCY RESPONSE BAG “Gotta Go Bag” - A conspicuously marked carry bag maintained in the Building Administrator’s office containing emergency response information. This bag is to be transported to the Command Post and Staging areas during emergency responses. .
- L. EMERGENCY SERVICES ORGANIZATION – A public or private agency, organization or group other than a governmental agency, which provides police, fire, medical, ambulance, rescue, housing or other services for the relief of human suffering, injury or loss of life or property as a result of an emergency.
- M. EMS COMMANDER - The Emergency Medical Services supervisor directing EMS operations for the incident.
- N. EVACUATION – Moving students for their protection from a school building to a predetermined outside or off-campus designated assembly areas (see building level plan(s), section 9) location in response to an emergency. All building occupants are required to exit the building and wait a safe distance from the building at the designated Safety Zone.
- O. FIELD COMMAND POST - The on-scene location for command staff who will be responsible for determining the exact status of the emergency, resources needed, and incident strategy.
- P. FIRE COMMANDER - The fire chief directing fire-fighting operations at the incident.
- Q. INCIDENT COMMANDER - The supervisor with decision making responsibility when responding to a particular emergency.
- R. HOLD-IN-PLACE SHELTERING – The emergency response used in situations where it is necessary to have students/staff remain in their classrooms or work-areas temporarily during an emergency or medical emergency until things can be returned to normal or early dismissal can be arranged.
- S. INNER PERIMETER - The immediate area of containment around the incident site.
- T. LANDING ZONE - A clear level area no less than 100 feet by 100 feet in area for helicopter landings. The landing zone should be within the outer perimeter when possible, and secured by ground personnel during helicopter operations.

- U. LOCKDOWN - This emergency response is to be used when walking through the building would endanger the health and safety of students/staff. In the event of a dangerous person or intruder, students and faculty are to remain in place. Classroom doors and windows should be locked.
- V. LOCKOUT- Allows no unauthorized personnel into the building. All exterior doors are locked and main entrance is monitored by administrators, security or school resource officer. This procedure allows the school to continue with the normal school day, but curtails outside activity. Most commonly used when an incident is occurring outside school building, on or off school property.
- W. MEDIA STAGING AREA - The location outside of the inner perimeter dedicated for media assembly and equipment staging. This location may also be used to conduct media briefings.
- X. NATURAL DISASTER - Those incidents in which the forces of nature threaten the lives, safety and/or property of numerous persons (e.g., floods, tornado, and significant snowfall/blizzard, etc.).
- Y. OUTER PERIMETER - The peripheral control area surrounding the inner-perimeter providing a safe zone for access to and from the inner-perimeter as well as defining the limit of access by unauthorized persons.
- Z. POLICE DETAIL COMMANDER - The police supervisor commanding police personnel detailed to the incident.
- AA. POST-INCIDENT RESPONSE TEAM – A building-specific team designated by the Building Safety Team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a Serious Violent Incident or emergency.
- BB. RELOCATION CENTER - A location established for providing temporary shelter or care for persons displaced by an Emergency.
- CC. DESIGNATED ASSEMBLY AREAS (SEE BUILDING LEVEL PLAN(S), SECTION 9) – Predetermined locations either inside the school building (“sheltering”), outside the building on school property, or off campus, where students and faculty are to assemble in the event of an Emergency. Inside safety zones are the locations for in-place sheltering.
- DD. SCHOOL CANCELLATION – A determination by school officials that a school or schools should not be in session for one or more school days due to an emergency.
- EE. SERIOUS VIOLENT INCIDENT – An incident of violent criminal conduct that is, or appears to be, life threatening. This situation warrants the evacuation or “lock-down” of students and/or staff because of an imminent threat to their safety or health. Situations include, but are not limited to: riot, hostage taking, kidnapping and/or 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.

- FF. SHELTERING – The emergency response of keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated (e.g., air pollution problems, chemical spills, radiological emergencies). Staff and students are held in a designated shelter location or common area inside the building, inside a gymnasium, cafeteria or etc., during an emergency or medical emergency until things can be returned to normal or dismissal can be arranged.
- GG. STAGING AREA - A location selected generally within the outer perimeter to facilitate arriving resources and personnel responding for assignments.
- HH. STUDENT REUNIFICATION AREA – A predetermined location where parents or authorized persons can pick up students during an emergency.
- II. TERRORIST ACTION - A hostile action taken by a person or group that has as its intent the commission of violent acts designed to instill fear, communicate a message and/or demand some action.
- JJ. TREATMENT AREA - The location inside the inner perimeter to which the victims are evacuated for medical evaluation and emergency treatment prior to transport.
- KK. UNIFIED COMMAND – The safety plan command system which ensures that the Incident Commander shall communicate and consult with the Superintendent prior to giving any order or instruction during or after the occurrence of a violent incident.

**2. POTENTIAL EMERGENCY SITES AND HAZARD IDENTIFICATION –
155.17(c)(1)(I)**

A. MAPS AND FLOOR PLANS

Generally, the sites of potential hazards are:

1. Utility Shut-off (Gas, Water, and Electrical)
2. Phone jacks for outside lines
3. Chemical Storage areas
4. Mechanical Storage areas
5. Kitchen area(s)
6. Mechanical rooms (HVAC, etc.)

The Building Specific Emergency Response Plans will include map renderings and floor plans of each building. The potential hazards for each building will be clearly indicated, and are placed with appropriate agencies.

B. SURVEY OF VULNERABILITY

The buildings covered in this plan include:

- a. Homer Senior High School
80 S. West Road
Homer, NY 13077
- b. Homer Intermediate/Junior High School
58 Clinton Street
Homer, NY 13077
- c. Homer Elementary School
1 Park Place
Homer, NY 13077
- d. Homer HTEC/Transportation Center
Copeland Avenue
Homer, NY 13077
- e. Homer Maintenance Building
Park Street
Homer, NY 13077

We have surveyed sources of potential emergencies within our school buildings, grounds and community locations. Site-maps and floor plans of our buildings have been provided to local police and law enforcement but are kept confidential due to security reasons. Our instructional sites are all located within proximity to highways, industry and/or airports. A survey of vulnerability is included in each building level plan.

3. **PREVENTION AND INTERVENTION STRATEGIES 155.17 (c)(1)(iii)** The Homer Central School District operates a number of specialized programs, some at the District level and some at the building level, which deal with students whose needs and/or disabilities put them at risk of inappropriate or violent behavior. These programs have specialized components to reduce and eliminate the possibility of student violence. One such District-wide program is described below:

A. **SPECIAL EDUCATION PROGRAMS**

1. The programs serving students with emotional disabilities provide services include individual counseling, referrals for psychiatric evaluation and/or therapy delivered through private clinicians. Services provided by the district social worker and/or school psychologists meet with students and families and initiate or recommend behavior management programs in concert with outside agencies as appropriate. Special Education staff work with school counselors, administration, faculty and parents in addressing conflict issues and pursuing collaborative responses with students who are at risk for inappropriate or violent behavior.
2. The code of conduct prohibits bullying, intimidation and harassment. Students engaging in such behavior are dealt with immediately. Students who are victims of such behaviors are given the necessary support services and their parents are notified.
3. The students are closely monitored by trained staff and any indication of violent behavior, e.g., rumor of weapons, is immediately followed up with the involvement of local law enforcement, social services, mental health services and parents.
4. When students express any suicidal or violent intentions, the staff member alerts mental health services and parents, sometimes leading to hospitalization. Follow-up occurs on the part of the school psychologist with providers of clinical psychological and/or psychiatric care.
5. When there is any suspicion of abuse, appropriate agencies are notified and investigations are initiated. Mandated reporting expectations are honored, always involving the Building Administrator in concert with the school social worker, school nurse or school psychologist.

4. **EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS – 155.17 (c)(1)(xiii & v)**

In order to prevent violence before it begins, staff and students should look for certain warning signs of potentially violent behavior. This information is presented to staff and students in September and is reviewed periodically throughout the school year. These concerns are identified and addressed in the Homer Central School District Code of Conduct. The following list was adapted from the International Association of Chiefs of Police, Guide for Prevention of School Violence. Students and staff who notice these signs should notify a teacher or administrator. Administrators should contact parents, counselors, and or law enforcement officials.

A. INDICATIONS OF POTENTIAL VIOLENT BEHAVIOR

Indications of potential violent behavior include the following:

1. Has engaged in violent behavior in the past.
2. Has tantrums or uncontrollable angry outbursts.
3. Continues exhibiting antisocial behaviors that began at an early age.
4. Forms and/or maintains friendships with others who have repeatedly engaged in problem behaviors.
5. Often engages in name-calling, cursing, or abusive language.
6. Has brought a weapon or threatened to bring a weapon to school.
7. Consistently makes violent threats when angry.
8. Has a substance abuse problem.
9. Is frequently truant or has been suspended from school multiple times.
10. Seems preoccupied with weapons or violence, especially associated with killing humans rather than with target practice or hunting.
11. Has few or no close friends despite having lived in the area for some time.
12. Is abusive to animals.
13. Has too little parental supervision given the student's age and maturity level.
14. Has been a victim of abuse or been neglected by parents/ guardians.
15. Has repeatedly witnessed domestic abuse or other forms of violence.
16. Has experienced trauma or loss in his/her home or community.
17. Pays no attention to the feelings or rights of others.
18. Dwells on perceived slights, rejection, or mistreatment by others; blames others for his/her problems and appears vengeful.
19. Intimidates others, or is a victim of intimidation by others.
20. Seems preoccupied with TV shows, movies, video games, reading materials, or music that expresses violence.
21. Reflects excessive anger in writing projects.
22. Is involved in a gang or antisocial group.
23. Seems depressed/withdrawn or has exhibited severe mood or behavioral swings, greater in magnitude than peers.
24. Expresses sadistic, violent, prejudicial, or intolerant attitudes.
25. Has threatened or actually attempted suicide or acts of self-mutilation.

B. INTERPRETATION OF WARNING SIGNS

The fact that a student exhibits the behaviors above does not necessarily mean that such student is violent. Therefore everyone concerned must take precautions that students are not needlessly stigmatized.

5. COMMUNICATION, EARLY DETECTION AND REPORTING OF POTENTIALLY VIOLENT BEHAVIORS - 155.17 (c)(1)(xvi&xvii&v)

The Homer Central School District is committed to providing appropriate and quality intervention services for its students. Programs and strategies are developed and provided based upon careful assessment of student and community needs. The Homer Central School District currently has School Psychologists, School Guidance Counselors, and School Social Workers available to address situations that arise. The following is a list of intervention programs and services currently available at the Homer Central School District.

A. PROGRAMS UTILIZED THROUGHOUT THE HOMER CENTRAL SCHOOL DISTRICT

Each school building within the district has a character education program. Below are some highlights from the programs present within the district.

- School wide assemblies to recognize month's themes/attributes: Respect, Responsibility, Caring, Problem-Solving, being safe.
- Classroom messages.
- Literature-Books are read in the classroom to help illustrate character education attributes.
- PBS – Positive Behavior Programs exist in each building. Students receive a recognition specific to each buildings program.
- Community Based Support to an organization or charity.
- Whole school assemblies to celebrate outreach and diversity.
- School counselors working with each grade level as appropriate.

6. RESPONDING TO IMPLIED OR DIRECT THREATS OF VIOLENCE – 155.17 (c)(1)(ii)

The Homer Central School District makes continuing efforts to assure that threats of violence are addressed, whenever possible, before any violence actually occurs in the school environment. This protocol is intended to identify credible threats of violence, so that the District administration can address such situations before the threat is carried out. This protocol is applicable during any school-sponsored event or function, held on The Homer Central School District property or elsewhere.

A. PROCEDURES

The following procedures are separated into several sections in order to reflect those instances where specific individuals may receive a threatened act of violence:

1. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume the threat is serious;
 - Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer; and

- Be available and cooperative in providing a statement or information, with the understanding that the reporting student will remain anonymous to the greatest extent possible.
2. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Immediately report the threat to a school staff member, school administrator or law enforcement officer; and
 - Be available and cooperative in providing a statement of information, with the understanding that the informant parent/guardian will remain anonymous to the greatest extent possible.
 3. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Immediately report the threat to a school administrator/designee; and
 - Be available and cooperative in providing a statement of information, with the understanding that the informant will remain anonymous to the greatest extent possible.
 4. Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation;
 - Immediately notify the designated law enforcement agency and provide them with complete information regarding the information received; and
 - Require that the school staff member, if this is the source of the information, provide immediate written statements regarding the information received
 5. Factors to consider when determining whether a threat is credible are listed in Appendix “G,” which contains a threat-assessment flow chart for use by administrators.
 6. Once the threat assessment is complete, the law enforcement officer and administrator shall convene privately to discuss the threat and consider options for follow-up action.
 7. If it is agreed that the threat is credible:
 - The administrator will immediately consult with appropriate law enforcement
 - The school administrator shall take appropriate action in accordance with the given instructions
 - The administrator will activate student release if necessary

8. If it is agreed that the threat is not credible, the school administrator shall institute any further action deemed necessary.

7. RESPONDING TO ACTS OF VIOLENCE - 155.17 (c)(1)(i)

A. RESPONDING TO ACTS OF VIOLENCE

When an “act of violence” (as defined herein) occurs the incident command system otherwise known as the building response team will follow the protocols established in the Building Level Plan. These include: determining the level of the threat; monitoring the situation; initiate emergency responses as appropriate; contact law enforcement.

B. POST INCIDENT RESPONSE TEAM

1. The Homer Central School District has established Post Incident Response Teams comprised of an Administrator, School Nurse, school Social Worker, and others who will assist the school community in coping with the aftermath of an Emergency or Serious Violent Incident.
2. The Post Incident Response Team will be activated whenever an incident occurs.
3. Additional post-incident response assistance is available, if necessary, through the Cortland County Department of Emergency Management and the Cortland County Department of Health

**8. EMERGENCY RESPONSE PROTOCOLS - 155.17 (c)(1)(xvi)
SITUATIONAL / MULTI- HAZARD RESPONSES - 155.17 (c)(1)(xiv),(xv),(xix)**

A. GENERAL PROTOCOLS

The Building Emergency Response Plan contains specific procedures for each Standard Emergency Response outlined in Section 3 of this Plan. The procedures begin with the incident command system (or building response team) which involves all the key responders in the building and emergency service providers. When considered appropriate one or more of the following responses will be carried out:

1. **EVACUATION** - Takes place in the event of fire, bomb threat, or other emergency which requires students and staff to leave the building immediately.
2. **LOCKDOWN** – May be used in the event of a dangerous intruder, violence, civil disturbance or other Emergency during which movement about the building would endanger the safety of staff and students.
3. **SHELTERING/HOLD IN PLACE** - May be used in the event of an Emergency where students and staff are instructed to remain in their classrooms/work-areas or instructed to assemble within an inside shelter area (a designated assembly areas (see building level plan(s), section 9) or other designated area. Students and staff are to remain in-place until the situation has passed and until dismissal, relocation or resumption of normal activities occurs.

4. LOCKOUT- Shall be used in the event of notification that a dangerous person or condition may be a credible threat to the security of the building. All exterior doors are locked and monitored by administrators or other assigned staff.

9. CONTACTING LAW ENFORCEMENT IN AN EMERGENCY - 155.17 (c)(1)(iv)

Project SAVE requires that this Plan contain procedures for reporting actions that constitute a crime to law enforcement authorities. The Homer Central School District continually works with law enforcement to develop a mutually satisfactory protocol for such reporting. Until a formal protocol is developed, the following procedures shall be followed by District personnel:

A. SEQUENCE OF ACTIONS.

1. The first person who becomes aware of an emergency should notify the Building Administrator's Office.
2. The Building Administrator shall obtain the necessary information including what, where, when, how and the location of any hazard areas and shall cause the appropriate alert notification/evacuation signal(s) to be given.
3. The Building Administrator shall maintain thorough communication links within the school and with outside agencies and personnel:
 - Call 911
 - Call the Superintendent, or designee at (607)749-7241
4. The Reporting Guidelines that are set forth in the Building Emergency Response Plans should be implemented depending on the nature of the Emergency.

10. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY - 155.17 (c)(1)(vii&viii)

A. STAGING AND TREATMENT AREAS

Staging and treatment areas will vary depending on the location of the emergency. Administrators, Supervisory staff and specific individuals will be trained to contact emergency responders, to identify the location of the emergency and identify appropriate areas for staging and treatment. The 911 Center will direct responding police units to travel to this location, specifying the safest and most practical route of travel. Upon arriving, the appropriate emergency responder will either accept or relocate the established staging and treatment areas.

B. LOCATION OF THE INCIDENT COMMAND POST

In the event of a full-scale evacuation of a school, the Incident Command Post will be established at the location specified in the Building Emergency Response Plan, or as otherwise directed by the Incident Commander. This location will be used without regard to where the evacuees are going.

In the event the Emergency requires less than a full-scale evacuation of any school the location of the Command Post shall be determined by the Incident Commander. It shall be established in a safe and accessible location within the outer perimeter. Whenever possible, the Command Post should have the availability of land-line telephone communications.

C. PERSONNEL AT THE INCIDENT COMMAND POST

The following District personnel may be summoned to the Incident Command Post during a declared emergency:

1. The Building Administrator or Site Supervisor, or in his or her absence, a designated staff person. He or she shall be designated the Incident Commander until law enforcement or emergency services personnel arrive. He or she shall bring the Emergency Response Bag for the affected school.
2. The Assistant Director of Facilities, or in his or her absence, a designated member of the Maintenance and Operations staff. He or she shall bring a radio capable of operating on District radio frequencies.
3. The School Safety Team for the affected building should report immediately to the designated command post unless otherwise instructed.
4. Other personnel as directed by the Incident Commander.

D. DUTIES OF THE SUPERINTENDENT

1. The Superintendent, or a designated administrator, will represent The Homer Central School District as part of the staff at the Command Post.
2. The Superintendent or designee will be responsible for acting as liaison between the Incident Commander and the faculty and staff. He or she will act as the representative of The Homer Central School District, will facilitate the Homer Central School District's response to the emergency, and advise the Incident Commander with regard to problems or concerns brought to his or her attention by faculty, staff or students.
3. The Superintendent or designee shall also be responsible for:
 - Mobilizing District personnel and resources as necessary
 - Designating a staff member to organize the District's response as parents or guardians inquire either via telephone or in person as to the health and safety of their children
 - Providing information to District Spokesperson with the approval of the Incident Commander
 - Performing other duties as assigned by the Incident Commander

- Maintaining an updated list of radio and television station telephone numbers for use in an emergency. A copy of the list has been provided to selected administrators
 - Reviewing and revising this Plan, as necessary, at least once per year and ensuring that any updates to the Plan, including the building specific appendices, are distributed to all holders of the Plan including emergency services agencies
 - Directing that each Building Administrator review the Building Emergency Response Plan for his or her school to update any personnel changes.
 - A copy of any changes shall be sent to the Superintendent for inclusion in the Emergency Response Bag/"Gotta Go Bag" at each site, with copies provided to emergency response agencies.
4. The Superintendent, or designee will maintain contact with the buildings affected by the Emergency. When notified of an Emergency, the Superintendent's office will ensure that Police and Emergency Agencies have been notified as a first priority. The Superintendent's office will also alert the Assistant Superintendent for Management, the Assistant Director of Facilities, and the District Spokesperson, where appropriate.
 5. If an evacuation is ordered and off-site location sheltering is initiated, the Superintendent or designee may request additional personnel to report to the relocation site to help assist with the arrival of students from the building affected by the emergency.

E. DUTIES OF THE ASSISTANT DIRECTOR OF FACILITIES

In the event of an Emergency, the Assistant Director of Facilities will have the following duties:

1. Mobilize maintenance personnel to assist (where appropriate) the school building affected by the Emergency. If electrical, HVAC, plumbing, and other building concerns need to be addressed because of the emergency, he or she will coordinate the delivery of these services.
2. Mobilize maintenance: Be prepared to share blueprints for any and all school buildings to police or Emergency officials whenever needed.
3. The Director of Facilities will also set up:
 - A system for sharing blueprints of our buildings if needed during an Emergency
 - A system for alerting his staff to assignments either during or after any Emergency. This would include possible cleanup duties after an Emergency

- A procedure for the assignment and use of powered equipment, maintenance vehicles, and other equipment from the Homer Central School District to assist as part of any Emergency.
4. Radio communications with the building(s) affected by an Emergency, and with local law enforcement so that maintenance efforts are efficiently and safely conducted. Report to the Command Post, bringing any building plans, system operating instructions or other materials that may be of value to Emergency personnel.
 5. Recommend a plan and process for resuming normal school operations. Work with Emergency Personnel and the Building Administrator to return school operations to normal as soon as possible.

F. DUTIES OF THE SPOKESPERSON

In any situation where normal school activities are disrupted, it is crucial to recognize the obligation to inform the public of the problem and how the Homer Central School District is responding to it. The Homer Central School District will use public information procedures on a regular basis to announce school emergencies, cancellations and dismissals. The Superintendent or designee shall assign a person to serve as District Spokesperson and Spokesperson for the Incident Commander.

The Spokesperson will be responsible for organizing information that is transmitted to the media and to parents during emergencies.

1. The overall functions of the Spokesperson will be:
 - Fact Sheet as needed.
 - To provide correct information to the public, by telephone, media or letter as appropriate, as to what is occurring and District response;
 - To coordinate with other agencies that may be responding to the situation to ensure that the public is receiving a clear and consistent report of official information;
 - To act as a liaison between the media, the public and District administration who are involved in decision making and the operational response to the emergency;
 - To organize the Homer Central School District response to parents; and
 - To provide for rumor control by keeping a TV set or radio tuned to a news station in Command Center only (not in classrooms and/or public places). The Spokesperson shall verify ALL facts heard and provide updates as appropriate.
2. The Spokesperson shall respond to the designated Media Assembly Area and clearly identify himself or herself to the press as the official Spokesperson for the Incident Commander.
3. All news releases and public statements on behalf of the Homer Central School District shall be made by the Spokesperson, or with his or her prior approval.

Other persons should not submit to interviews or make statements without first conferring with the Spokesperson.

4. The Spokesperson shall NOT provide speculative information or offer opinions with regards to:
 - Causes or motives for the incident
 - Extent of casualties or damage
 - Expected duration of the operation
 - Liability or responsibility for the incident
 - Tactical responses, operations or considerations
5. All information released to the public must be factual or confirmed by the Incident Commander. The Spokesperson shall relay specific inquiries to the Command Post, which will respond to the media through the Spokesperson.
6. The Spokesperson should request that the media direct all parents to the person(s) specified in the Building Emergency Response Plan for information about, and reunification with, their children.

G. DUTIES OF THE TRANSPORTATION SUPERVISOR:

In the event of an Emergency, the Transportation Supervisor will have the following duties:

1. Maintain a roster of vehicle drivers including telephone numbers (home and alternate employment) where they can be reached for recall during an emergency. Part of this plan will be the development of a procedure by which drivers can be called back to perform this service.
2. Maintain a roster of vehicle availability, in district and from outside resources, in order to put vehicles into operation during an emergency.
3. Maintain a list of all students who are handicapped and non-ambulatory that require transportation in a specially equipped bus.
4. Map the safest and fastest route to the predetermined relocation site(s) for each school. Ensure that all vehicle drivers are aware of and familiar with this route.
5. Establish plans for the transport of all staff and students for each school building upon evacuation.
6. Maintain close contact with the Building Administrator or Incident Commander at the Emergency Command Post. The Transportation Center will function and often serve as a hub for centralized communication during an Emergency. Transportation Personnel along with Administrative Staff will assist in every way possible during all Emergencies.

7. The Transportation Supervisor and law enforcement may declare at any time during an Emergency ALERT, which means ALL radio traffic not related to the emergency ceases. Normal radio traffic may resume only AFTER the Transportation Supervisor or law enforcement official cancels the alert.

H. DUTIES OF SCHOOL LUNCH MANAGER

In the event of an Emergency, the School Lunch Manager shall:

1. Prepare a plan for food preparation/distribution according to each possible Emergency where food service might be needed over a longer term.
2. Include in the food preparation/distribution plan the possibility that your school may be used as a Relocation Center and that this will mean additional students/staff to feed beyond the normal number at a school.
3. Communicate fully with the Building Administrator and Head Custodian in their building to provide food service if needed.
4. If food service is not needed, establish a way by which members of the building's food service team can assist other colleagues (secretaries, nurse, teachers, etc.).
5. If there is damage to equipment or kitchen/dining room/freezer-refrigerator/food storage, assess damage or loss and report status of the operation to the Building Administrator.
6. Prepare a plan for food preparation/distribution according to each possible emergency where food service might be needed over a longer term.

11. **EMERGENCY ASSISTANCE FROM OTHER GOVERNMENT AGENCIES - - 155.17(c)(1)(v)**

In an Emergency, an appropriate responsible staff member will contact the 911 center for fire, EMS, or law enforcement response. In the event of a broad scale Emergency, it may become necessary to contact local governmental agencies such as the Village of Homer Highway Department or the Cortland County Emergency Management Center for assistance.. Each Building Safety Plan contains the names and the phone numbers of other agencies that may be contacted as appropriate.

12. **INTER-AGENCY ADVICE AND ASSISTANCE – 155.17(c)(1)(vi)**

In the event of an Emergency, the Superintendent, or designee, the Building Principal/Site Supervisor or alternate person-in-charge, may need to contact specific emergency agencies as dictated by the situation, see Appendix C; “Emergency/Agency Telephone Numbers” for a listing.

13. INTERNAL AND EXTERNAL NOTIFICATIONS – 155.17 (c)(1)(ix & x&xii)

A. DISTRICT SITES

Upon notification or declaration of an emergency the Superintendent, or designee, will contact all The Homer Central School District locations to communicate emergency information and instructions.

B. PARENTS, GUARDIANS AND COMMUNITY

1. Parental Notification

At the start of the school year or when students enroll the following is provided to and obtained from parents or guardians:

- Notification that the child may be sent home early in the event of emergency;
- The name and telephone number of employers at which to contact parents in the event of early dismissal;
- Alternate plans for the child’s welfare if neither parent can be informed of early dismissal; and
- Special students’ needs: medical and other.

2. Parental and Community Notification

The Superintendent or designee shall provide selected administrative staff with a list of radio and television station telephone numbers for use in an emergency. During a local or state emergency, the Superintendent or a designated spokesperson shall act as the chief communication liaison for all emergency response agencies within the Homer Central School District, and shall address all news media. The District uses ParentSquare for efficient communication with parents/guardians.

During an Emergency, parents will be anxious for accurate information regarding school operations and as to the health and safety of their children.

- The Building Administrator(s) or Site Supervisor(s) shall designate an individual to organize The Homer Central School District response to parents as they inquire via telephone or in person (i.e., Parent Staging Area) during emergencies.
- The names of any students released shall be communicated to the Command Post.

C. STATE EDUCATION DEPARTMENT

The Superintendent will be responsible for notifying The New York State Education Department, as soon as possible whenever the emergency plan results in the closing of a school building within The Homer Central School District (except routine snow days).

14. SCHOOL SAFETY TRAINING FOR STAFF AND STUDENTS

A. RESPONSIBILITIES OF THE HOMER CENTRAL SCHOOL DISTRICT

All Building Administrators and Program Supervisors will perform the following tasks with respect to training for staff and students.

1. Review District Safety Plan and the Building Emergency Response Plan for their particular building with their staff no later than 15 days after the beginning of the School Year. Any revisions to the Plan will be distributed to staff at the beginning of each school year.
2. Prepare step-by-step, warning and response actions for specific anticipated emergency situations.
3. Prepare an emergency warning system that is in place and functional, for informing parents, guardians and the community of the actual or impending activation of Emergency Response Procedures by The Homer Central School District.
4. Prepare education, training, and drills required to assure effective operation of the plan.

B. RESPONSIBILITIES WITH RESPECT TO STAFF

The following tasks shall be performed by the Building Administrators with respect to staff training. Specifically:

1. Assign emergency responsibilities to staff regarding individual capacities and normal service functions for each anticipated emergency situation.
2. Cross-train staff and volunteers so the plan or part of the plan does not become non-functional if one person is absent.
3. Require emergency preparedness training for all students and staff.
4. Adapt Emergency preparedness training to individual capabilities and limitations including persons with disabilities.
5. Provide orientation and annual in-service Emergency preparedness training of staff and volunteers.

15. EMERGENCY DRILLS AND EXERCISES – 155.17(c)(1)(xiv&xv)

A. CONDUCT OF DRILLS

The Homer Central School District program sites will hold one annual early dismissal and sheltering drill as well as routine fire drills. Periodic exercises and drills will also ensure the school staff's ability to effectively respond to emergencies and reveal shortcomings in the emergency plan.

1. Each Building Administrator will make arrangements to conduct the drills for their building. These drills must be conducted in accordance with State Education Department regulations:
 - Conducted at least once every school year;
 - Inclusive of transportation and communication procedures; and;
 - Held with at least one week's notice to parents or guardians
 - Early dismissal drills shall occur not more than fifteen (15) minutes earlier than normal dismissal time.
2. If requested, the Building Safety Team will assist in conducting drills. The Building Safety Team will evaluate the response, with local police and fire departments if possible, in order to improve the overall level of preparedness.
3. Emergency services agencies and the Homer Central School District will cooperatively conduct meetings to discuss the Building Emergency Response Plans. Periodic exercises will assess the emergency responses outlined in the plan and the ability of participants in a simulated emergency. Such training may include "tabletop exercises" where participants do a verbal walk through of an emergency response situation. The School Safety Team for each building is available to assist in coordinating these simulations. This test is intended to reveal and correct any shortcomings within the plan.

B. FIRE AND EMERGENCY DRILLS (FORMALLY FIRE DRILLS)

A total of 12 emergency evacuation drills shall be conducted each year, with eight occurring before December 31st. Four (4) of the 12 required drills MUST be Lockdown Drills, The remaining 8 can be evacuation drills (Fire Drills). The Building Administrator will make the appropriate local emergency responder officials aware of the timing of these drills. Emergency drills must be taken seriously at all times. From the time the alarm sounds, until occupants are back in the building or an all clear has been given, there should be no talking during these drills. In buildings where students are housed, teachers shall implement the following procedures for evacuation/Fire Drills:

1. See that doors and windows are closed, doors unlocked, and lights are out before leaving their classroom (if safe to do so).
2. Take class list (if safe) and take attendance (if possible). Report missing students to the Building Administrator after students are safely outside.
3. Move students quickly to the designated exits.
4. Escort the class to a safe distance from the building and remain with students until called back into the building.
5. Be sure students know alternate escape routes from their classrooms.

- Fire exits are marked on the floor plans of every building. Each room must contain a floor plan showing fire exits. All staff must become familiar with them.
- Be sure that staff and students know alternate escape routes from the classroom.

C. Trauma-Informed Drills

Trauma-Informed Drills

Definitions:

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

Drills and training conducted during the school day with students present shall be conducted in a trauma-informed, developmentally and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency. Students and staff shall be informed at the time that drills are conducted.

Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

Notification of Drills to Parents or Persons in Parental Relation

Parents/guardians will be informed via ParentSquare up to seven days in advance of lockdown and evacuation drills.

Full-Scale Drill Exercises

Schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other acts of violence or emergency may not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds. Additionally, such exercises cannot include students without written consent from parents or persons in parental relation.

16. IMPLEMENTATION OF SCHOOL SECURITY – 155.17(c)(1)(xi)

Certain procedures minimize or provide early warning of problems when unwanted persons are in a school building. The following procedures shall be implemented to improve security in the buildings:

A. BASIC PROCEDURES

1. All District support staff are required to wear an employee badge whenever they are in any The Homer Central School District facilities, except as exempted for specific safety reasons.
2. When school construction/renovation work is anticipated to occur on regularly scheduled school days, all contractor employees shall wear identification badges.
3. General access to buildings shall be limited to a clearly identified central access. All entrances, except for the main access, shall be locked and secured while classes are in session.

B. VISITOR PROCEDURES

The Superintendent encourages parents/guardians and other citizens to visit the Homer Central School District schools and classrooms. The community should feel welcomed in our schools. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Building Administrator, or designee, is responsible for all persons in the building and on school grounds. In light of today's security concerns, building accessibility needs to be balanced with the safety of our students and staff.

As such, the following rules apply to visitors to the schools:

1. Signs shall clearly designate public entrances and sign-in procedures.
2. Anyone who is not a regular staff member or student of the school will be considered a visitor.
3. All visitors are required to report to the main entrance or office and sign a visitor log. They must provide identification which is cleared through a sex offender database prior to entry. Visitor badges must be worn at all times. Log books shall be maintained for two years. If a staff member observes a visitor, including a vendor, who is not known to them, the staff member shall request that person to identify themselves. If such a request is ignored, the staff member shall report to the Building Administrator, or designee, that an unauthorized person is in the building or immediately call law enforcement based upon a threat assessment.
4. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or after school public events are not required to register or sign-in the building.

5. All visitors are expected to abide by the rules for public conduct while on school property as outlined in The Homer Central School District Code of Conduct. Inappropriate conduct shall be reported to the Building Administrator or event supervisor immediately.
6. The Building Administrator is responsible to enforce the Homer Central School District Code of Conduct as applied to visitors.

C. STAFF RESPONSIBILITIES

1. All staff should be aware of conditions in and around the building and report anything unusual to supervisors. Staff should scan their areas before leaving at night and upon entering in the morning to check for any unusual packages or items. Anything suspicious should be reported immediately to their supervisor or immediately call law enforcement based upon a threat assessment.
2. Upon observing a dangerous or armed person, school staff are not to engage that person but immediately call law enforcement and report their presence to the Building Administrator immediately. The Building Emergency Response Plans contain detailed procedures for dealing with armed or dangerous persons.

Emergency Remote Instruction Plan Appendix

District-wide School Safety Plan (DWSSP)

Required for the 2024-2025 School Year

(Template created on 5/5/2023)

INTRODUCTION

The Homer Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: 7110, 7120, 7130, 7150, 7315, 6410, 7550, and 3410.

BACKGROUND INFORMATION

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

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

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

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

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

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

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

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

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

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

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

emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Homer Central School 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 Level 0. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

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

District policy 7150 (Remote Instruction) and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

HOMER CENTRAL SCHOOL DISTRICT EMERGENCY CLOSURE REMOTE LEARNING PLAN

<p>POLICIES</p>	<p>The plan adheres to guidance set forth in the following Board of Education policies: 7110, 7120, 7130, 7150, 7315, 6410, 7550, and 3410</p>
<p>INTERNET AND DIGITAL DEVICE ACCESS</p>	<p>The school district provides all students in grades K-12 access to a personal computing device (Chromebook). In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.</p> <p>The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing</p>

	<p>synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
<p style="text-align: center;">PEDAGOGY</p>	<p>All teachers in grades K-12 will use Google Classroom and Google Meet as their primary instructional platform.</p> <p>Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:</p> <p><u>Synchronous “Live” Instruction</u> - Using Google Meet along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model.</p> <p><i>Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</i></p> <p><u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons via Google Classroom with associated expectations for students participation and assignment completion. These activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p><u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.</p>
<p style="text-align: center;">STUDENT EXPECTATIONS</p>	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting 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.

	<ul style="list-style-type: none"> • 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	The virtual day will follow the same schedule framework as the HS, JHS, IN and EL schools 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.
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, phone calls, and academic/behavioral referrals to the administration. All effective strategies should 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.
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 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.

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency

conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;

4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

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

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

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

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. 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. **For a district-wide estimated total of 58 hours, 18 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.

REPORTING

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.

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.

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

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

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

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

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

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

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