

Cobleskill-Richmondville Central School District

DISTRICT-WIDE SCHOOL SAFETY PLAN

2023-2024 School Year

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Cobleskill-Richmondville Central School District
District-Wide School Safety Plan
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Cobleskill-Richmondville Central School District
DISTRICT – WIDE SCHOOL SAFETY PLAN
PROJECT SAVE (Safe Schools Against Violence in Education)
Commissioner’s Regulation 155.17

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents, declared state disaster emergencies involving a communicable disease or local public health emergency declarations 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 as well as 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 Cobleskill-Richmondville Central School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates ongoing district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Cobleskill-Richmondville Central School district-wide school safety plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Cobleskill-Richmondville Central School District Board of Education, the Superintendent of the Cobleskill-Richmondville 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 Chief Emergency Officer

The Cobleskill-Richmondville Central School District designates the School Superintendent as the district’s chief emergency officer whose duties shall include, but not be limited to:

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

C. Identification of School Teams

The Cobleskill-Richmondville Central School District has created a district-wide school safety team appointed by the board of education consisting of, but not limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel. The members of the team by title are as follows:

- A representative of the School Board
- Superintendent
- Teacher
- President of Parent Organization
- Director of Facilities
- School Secretary

D. Concept of Operations

- The district-wide school safety plan is directly linked to the individual building-level emergency response plans. Protocols reflected in the district-wide school safety plan guide the development and implementation of individual building-level emergency response plans.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school is by the building-level emergency response team.
- Upon the activation of the building-level emergency response team, the Superintendent of Schools or their designee is notified and, where appropriate, local emergency officials are notified.
- Efforts may be supplemented by County and State resources through existing protocols.

E. Plan review and public comment

- This plan shall be reviewed and maintained by the Cobleskill-Richmondville Central School District, district-wide school safety team and reviewed on an annual basis on or before September 1 of each year. A copy of the plan is available in the Superintendent's office.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was made available for public comment 30 days prior to its initial adoption, which was in June of 2001. The district-wide school safety plan was then adopted by the Board of Education in July of 2001 after the one, required public hearing that provided for the participation of school personnel, parents, students and any other interested parties.
- 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. The building-level emergency response plans shall be kept confidential and shall not be disclosed except to authorized department staff and law enforcement officers.
- Full copies of the district-wide school safety plan and any amendments are submitted to the New York State Education Department within 30 days of adoption by posting this public plan on the district's website. The building-level emergency response plans are supplied to the Village of Cobleskill Police, the Schoharie County Sheriff's Department and NYS State Police within 30 days of adoption.

Section II: General Emergency Response Planning

The district-wide school safety plan provides the framework for the building-level emergency response plan. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses are used to assist school employees, students, parents and emergency responders to learn one system that can be used in the Cobleskill-Richmondville Central School District.

A. Identification of sites of potential emergency, including:

- The district-wide school safety team, in conjunction with local officials, has identified areas outside of school property that may impact a district facility during an emergency. Factors that were considered included population, presence of hazardous materials, and potential for emergency based on national trends and proximity to district property.
- A list of areas has been identified as having the potential to impact within the district. This list has been created for reference and awareness. The list is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries should they have or create an emergency. A list of potential community-based hazards or emergency situations has been noted in the building-level emergency response plans.
- The district-wide school safety team has recognized that there are many factors that could cause an emergency within our school buildings. There are also factors that need to be considered when responding to an emergency. A list of potential internal and external hazards or emergency situations has been noted in the building-level emergency response plans.

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

- Initial Actions
- Command Post Locations (primary and secondary)
- **Shelter in Place:** Used to shelter students/staff inside the school
- Severe Weather
- Bomb Threat
- HazMat Incident
- **Duck and Cover:** Used during high wind events.
- **Evacuation:** Used to evacuate students/staff from the school
- Before, during and after school hours, including security during evacuation and evacuation routes
- Evacuation/Relocation Sites (internal and external)
- **Lockout:** Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school
- **Lockdown:** Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
- School Cancellation
- Early Dismissal

Emergencies include, but are not limited to:

Air Pollution	Epidemic	Medical Emergency
Anthrax/Biological	Explosion	Natural Gas Leak
Aviation Crash	Fire Alarm Activation	Radiological
Building Structural Failure	Flood	Roof Leak/Failure
Bomb Threat	Heating System Failure	School Bus Accident
Civil Disturbance	Hostage Situation	Severe Weather Emergency
Crimes Against People	Intruder Situation	Threats of Violence
Earthquake	Loss of Building	Water Emergency
Electrical System Failure	Loss of Buses	
Energy Supply Loss	Mass Casualty	

- C. The district has identified various district resources that may be available for use during an emergency, including the identification of personnel, equipment and shelters.

The district is actively considering the potential of incorporating the use of a silent panic alarm system for alerting police and the school community of the presence of a threat. The district is using the following timeline for the consideration process:

August 2023 - District Safety Team Meeting - Overview and Discussion

September 2023 - District Safety Team Meeting - Meet with vendors to review product options

October 2023 - District Safety Team Meeting - Meet with vendors to review product options

November 2023 - Initial Report to Board of Education

December 2023 - District Safety Team Meeting - Review BOE feedback and identify next steps

- D. Using the ICS (Incident Command System) the district has identified the school officials authorized to make decisions during an emergency. Through ICS, the procedures to coordinate the use of school district resources and manpower during emergencies are clearly defined. ICS also identifies the staff members and their backups assigned to provide assistance during emergencies.
- E. The district has policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. Beginning with the 2016-2017 school year, all staff will undergo annual training by September 15, 2016 and each subsequent September 15 thereafter on the building-level emergency response plans which include components on violence prevention and mental health. New employees hired after the start of the school year receive this training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. The district certifies that this training is completed during the October NYSED BEDS data collection.

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

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

Fire and Emergency Drills. The school district, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conducts one test of its emergency response procedures under its building-level emergency response plan, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

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

The July 2016 amendments expanded fire drill requirements to also include emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute now requires twelve drills be conducted each school year, four of which must be lock-down drills, the remaining eight are required to be evacuation drills. There is still a requirement that eight of the required 12 drills must be completed in the first half of the school year. However, the date of completion has been changed from December 1 to December 31 of each school year.

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

Section III: Responding to Threats and Acts of Violence

- A. The school refers to its Crisis Intervention Plan via the post-incident response team and the Multi-Hazard Emergency Response Guides located in the building-level emergency response plan. These are reviewed by the district-wide school safety team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which includes suicide. The following types of procedures are addressed in the plan:
- The use of staff trained in de-escalation or other strategies to diffuse the situation. Training is provided through our Handle with Care Program and Character Education.
 - Informing the Superintendent or designee of implied or direct threats.
 - Determining the level of threat with the Superintendent and building-level emergency response team members.
 - Contact the appropriate law enforcement agency, if necessary.

- Monitoring the situation, adjusting the district's responses as appropriate to include possible implementation of the building-level emergency response team.
- Communication will be made with parents/guardians. When a student implies or specifically threatens self-inflicted violence including suicide, the school's counselors, psychologists and social worker directly contact the respective parents/guardians.

B. The Multi-Hazard Emergency Response Guides in the building-level emergency response plans provide guidance on the district's policies and procedures for responding to direct acts of violence (i.e., Crimes Against Persons, Hostage Taking, Intruder and Kidnapping) by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence. The following types of procedures are addressed in the plans:

- Inform the Superintendent/designee
- Determine the level of threat with the superintendent/designee and the building-level emergency response team.
- If the situation warrants, isolate the immediate area.
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate lockdown, evacuation, sheltering and/or early dismissal procedures as needed.
- Contact the appropriate law enforcement agency.

NOTE: The Cobleskill-Richmondville Central School District's "Code of Conduct" describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school.

C. Response protocols are identified in the Building-level Emergency Response Plan in the ICS format along with definitions of ICS Roles and Responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures for responding to bomb threats, intruders, hostage takings and kidnappings.

D. The following protocols for appropriate responses to emergencies are provided as examples of responses to bomb threats, hostage takings, intrusions and kidnappings:

- Identification of decision-makers.
- Plans to safeguard students and staff.
- Procedures to provide transportation, if necessary.
- Procedures to notify parents.
- Procedures to notify media.
- Debriefing procedures.

E. The district has established policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. In the Cobleskill-Richmondville Central School District, the following communication methods are taken:

- For small-scale incidents, school personnel directly call the parents/guardians of all students directly impacted by any acts of violence. All other parents/guardians receive an informational letter. The Crisis Intervention Plan and post-incident response team are activated and available. As needed, community meetings are scheduled in a timely manner for further discussion.
- For any major incident, the district uses SchoolMessenger communication systems and will work with the media (TV, radio) to relay pertinent school related information (i.e., how and where can parents be reunited with children, etc.) It is unfortunate, but important to remember that major emergencies can quickly tie up phone lines with incoming and outgoing calls and roads can be quickly blocked by the traffic of emergency vehicles, concerned parents and

community members. School personnel directly call the parents/guardians of all students directly impacted by any acts of violence. All other parents/guardians receive an informational letter. Community meetings are scheduled in a timely manner, for further discussion to include the Crisis Intervention Plan and post-incident response team.

- The district uses SchoolMessenger as our emergency communication platform.

Section IV: Communication with Others

The District-wide School Safety Plan provides the framework for the Building-level Emergency Response Plans.

A. The Cobleskill-Richmondville Central School District is fortunate to have substantial ties to the communities of Cobleskill, Richmondville and Schoharie County. If there were to be an emergency within one of our facilities, that facility would call 911 for emergency assistance. If involvement is needed from other local government agencies, then the Superintendent or designee would act as that contact person. Additional procedures for communications can be found in the Building-level Emergency Response Plans including local emergency contacts and phone numbers, and the NYS/BOCES Communication Flow Chart. These contacts provide guidance for obtaining assistance during emergencies from emergency services organizations and local governments. The following examples are the types of arrangements that could be used by the district:

- Superintendent (IC-Incident Commander or backup IC) in an emergency would contact the county dispatch center for fire, EMS, or police by calling 911.
- Superintendent (IC or backup IC) contacts the highest-ranking local government official for notification and/or assistance.

B. Arrangements for obtaining advice and assistance from local government officials including the county or local officials responsible for implementation of Article 2-B of the Executive Law is carried out through the protocols established in the NYS/BOCES Communication Flow Chart. The following are examples of the types of arrangements that could be used by the district during county-wide emergencies:

- Superintendent (IC or backup IC), in an emergency, contacts the Schoharie County Emergency Management Coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- The district has identified resources for an emergency from the following agencies: Cobleskill Police Department, Schoharie County Sheriff's Department, American Red Cross, Schoharie County Emergency Services Office, New York State Police, Schoharie County Mental Health Office and the Capital Region Health/Safety/Risk Management Office.
- If the emergency is within the school district boundaries and has the potential to impact the surrounding community, the Superintendent or designee notifies the appropriate local officials (Example: Mayor, Highway Dept., and/or Public Safety). Likewise, should there be an emergency within the community that has the potential to impact the school, the Superintendent should be notified immediately.

C. If there is a disaster within the district that has the potential to impact other educational agencies within the district boundaries, the Chief Emergency Officer (Superintendent) activates a phone tree to inform all necessary parties. The phone tree is located in the Building-level Emergency Response Plans.

- D. Along with the phone tree, the district also maintains the following information about each educational agency located in the confidential, Building-level Emergency Response Plans:
- School population
 - Number of staff
 - Transportation needs
 - Business and home telephone numbers of key officials of each such educational agency

Section V: Prevention and Intervention Strategies

The District-wide School Safety Plan provides the framework for the Building-Level Emergency Response Plan.

- A. The district has developed policies and procedures related to school building security, including, where appropriate: visitor sign-in and badge procedures, employee badges, security procedures.
- B. The Cobleskill-Richmondville Central School District has implemented procedures for the dissemination of informative materials to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information regarding the early detection of potentially violent behaviors, including, but not limited to: the identification of family, community and environmental factors. The district has and continues to participate in programs such as: child abuse and prevention workshops, programs designed to provide staff with resources on how to identify potentially violent behaviors and other risk factors. Additionally the district employs school counselors, psychologists, social workers, special education staff and school nurses who are instrumental in assisting the district in identifying early warning signs in students, early intervention/prevention strategies and the development of violence prevention instruction for staff.
- C. Appropriate prevention and intervention strategies such as:
- Collaborative agreements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations
 - Non-violent conflict resolution training programs
 - Peer mediation programs and youth courts
 - Extended day and other school safety programs
- D. The district has created and supported strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as:
- Creating a forum, via the Dignity for All Students Act (DASA) Program or designating a mentor for students concerned with bullying or violence, establishing anonymous reporting mechanisms for school violence;
 - Others, based on district need.
- E. The Cobleskill-Richmondville Central School District has descriptions of duties, hiring and screening processes, and requirements for the training of hall monitors and other school safety personnel. We have hall monitors. New hall monitors are given training such as the Handle with Care program.

Section VI: Recovery

Recovery addresses the help needed for all involved to heal and to restore the school community to “normal” operations. The District Plan supports the school building plan by deploying district resources that support the school’s building-level emergency response teams and the post-incident response teams.

Recovery plans include mental health/emotional recovery, academic, physical and business recovery, and can continue long after the actual emergency. The District has school counselors and psychologists and support systems. The District has the ability to coordinate with school, local, Schoharie County and State disaster mental health services. The District’s role with mental health services includes looking at the school culture and climate, providing student access to services and following threat assessment procedures.

A. District Support for the Cobleskill-Richmondville Central School District

The Building-level Emergency Response Plans provide resources for supporting the building-level emergency response teams and post-incident response teams. The district’s Incident Command System (ICS) identifies back-ups to relieve team members. This provides team members the opportunity to rotate personnel, to fill in if assigned personnel are unavailable, and to debrief in a supportive environment.

The district realizes that some emergencies may overwhelm an individual school’s ability to manage an extreme crisis. If/when the school is faced with an emergency such as threats of violence or actual violent incidents, the district-wide school safety team assists as follows:

- Acting as a sounding board regarding the implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate response.
- Monitoring the situation and adjusting the district’s response as appropriate.
- Assisting with parent/guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security in conjunction with local and State Police.
- Assisting with offering a backup post-incident response team (i.e., another school district’s team and/or an outside group) as needed.
- Offering debriefing sessions, as needed, working in conjunction with local, Schoharie County and/or State emergency responders.

B. Disaster Mental Health Services

If/when a building-level emergency response team or post-incident response team is faced with an emergency that may overwhelm the school’s ability to manage an extreme crisis, the district-wide school safety team assists as follows:

- Activating the district-wide post-incident response team. The district has school psychologists, counselors and school nurses who have local connections to:
 - Neighboring school districts
 - Schoharie County Department of Mental Health
- Offering district support and looking for continued feedback from those directly impacted during the incident, with projected plans to assist as needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original event.
- Assisting with parent/guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. The debriefing is also used in part to evaluate the district’s plan for

possible revisions. As needed, assisting in contacting additional outside mental health resources such as the National Organization for Victim Assistance (www.try-nova.org).

- Assisting the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the district's Public Information Officer.

The district supports the recovery phase and reevaluates current multi-hazard and violence prevention practices and school safety activities.

APPENDIX A

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

BUILDING	ADDRESS	CONTACT TITLE	PHONE OR	518 234-4032
Radez Elementary	319 Main Street Richmondville NY 12149	Carey Raymond/ Principal	(518) 294-6621	X - 4000, 4001
Ryder Elementary	143 Golding Drive Cobleskill NY 12043	Jessie Westfall/ Principal	(518) 234-2585	X - 5000, 5110
Golding Middle School	193 Golding Drive Cobleskill, NY 12043	Jeremiah Haslun/ Principal	(518) 234-8368	X- 2010, 2011
C-R High School	1353 Route 7 Richmondville, NY 12149	Brett Barr/ Principal	(518) 234-3565	X- 1000, 1001

APPENDIX B

Identification of Potential Hazardous Sites

Community-based and school-based potential hazards have been identified in each of the (Confidential) Building Level Emergency Response Plans.

APPENDIX C

Continuity of Operations During a Pandemic or Other Public Health Emergency

APPENDIX D

Emergency Remote Instruction Plan

Continuity of Operations During a Pandemic or Other Public Health Emergency

**Adopted by the
Board of Education of the
Cobleskill-Richmondville Central School District**

Background:

All public school districts (and other public employers) are required by New York State law to adopt a plan for continuity of operations in the event of a declared public health emergency involving a communicable disease.

This plan has been developed by the Cobleskill-Richmondville Central School District to meet those requirements as articulated in New York State Labor Law (§27-c) and New York State Education Law (§2801-a). Our plan is built upon the established components of the District School Safety Plan and the Building-Level Emergency Response plans.

This plan has been developed with input from many stakeholder groups including the district's Health and Safety Committee, administrative and management teams, and labor association leaders from the Cobleskill-Richmondville Administrators Association (CRAA), Cobleskill-Richmondville Teachers Association (CRTA), and Cobleskill-Richmondville Educational Support Personnel Association (CRESPA).

This plan was developed exclusively for and is applicable only to the Cobleskill-Richmondville Central School District .

Plan Components

As per section 27-c of the Labor Law, our district's Continuity of Operations plan must include, but is not limited to:

1. **A list and description of positions and titles considered essential** in the event of a state-ordered reduction of in-person workforce, as well as a justification for such consideration for each position and title.
2. **A specific description of protocols the employer will follow in order to enable all nonessential employees and contractors to telecommute** including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable.
3. **A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors** to reduce overcrowding at worksites.
4. **Protocols the employer will implement to procure personal protective equipment (PPE) for essential employees and contractors**, based upon tasks and needs in a quantity sufficient to provide at least two pieces of each type of PPE to each essential employee and contractor during any given work shift over at least six months. A plan for storage of equipment and access to equipment must be included.
5. **Protocols in the event an employee or contractor 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; and

- The employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.
6. **Protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors.** 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.
 7. **Protocol 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.

Part 1: Essential Services and Essential Positions/Titles

When confronting public health events that disrupt normal operations, Cobleskill-Richmondville Central School District is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, our students, and the visiting public;
2. Provide vital services;
3. Provide services required by law;
4. Sustain quality operations; and
5. Uphold the mission, vision, and core beliefs of Cobleskill-Richmondville Central School District.

The Cobleskill-Richmondville Central School District has identified as essential 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.

The table below (next page) describes the essential services the district shall strive to maintain during a pandemic or other health emergency, along with the positions or titles required to sustain the services.

TABLE 1: Essential Services and Responsible Parties

Essential Service Domain	Specific Services or Tasks	Responsible Parties, Including Primary and Back-Up Staff
Overall District Operations	<p>Maintain decision-making authority for the district.</p> <p>Implement, modify, adopt or suspend policies, procedures, or protocols to enable a timely and effective district response during a declared health emergency.</p> <p>Supervise provision of all essential district-wide and school-based functions.</p>	<p>Superintendent of Schools</p> <p>Director of Operations and Finance</p> <p>Director of Facilities</p> <p>Director of Transportation</p> <p>Director and Assistant Director of Student Services</p> <p>Director of Instructional Technology</p> <p>Director of Teaching and Learning</p> <p>Food Services Manager</p> <p>Communications Specialist</p> <p>District Clerk and other administrative support staff, as needed.</p>
Business and Finance	<p>Maintain continuity of all payroll and employee benefit functions.</p> <p>Maintain all purchasing functions.</p> <p>Maintain all internal controls.</p> <p>Maintain banking, fund transfer, debt service, and financial reporting functions.</p> <p>Maintain employee attendance and paid-time-off functions.</p>	<p>Director of Operations and Finance</p> <p>Personnel and Benefits Coordinator</p> <p>District Treasurer</p> <p>Payroll Clerk</p> <p>Purchasing Agent</p> <p>Accounts Payable Clerk</p> <p>Internal Claims Auditor</p> <p>District Clerk and other administrative support staff, as needed.</p>

Essential Service Domain	Specific Services or Tasks	Responsible Parties, Including Primary and Back-Up Staff
Facilities	<p>Maintain and support all district facilities---operations, maintenance, safety, security, and sanitation.</p> <p>Maintain fire safety, life safety, snow removal, grounds maintenance, and other health and safety functions.</p>	<p>Director of Facilities</p> <p>Maintenance and HVAC Mechanics; Assistant Maintenance Mechanics</p> <p>Custodians, Cleaners, Groundskeepers</p>
Human Resources	<p>Maintain provision of employee benefits.</p> <p>Administer unemployment, disability, workers' compensation, and FMLA claims.</p> <p>Administer pandemic-related leaves and time off.</p>	<p>Director of Operations and Finance</p> <p>Payroll and Benefits Coordinator</p> <p>District Clerk and other administrative support staff, as needed.</p>
Transportation	<p>Maintain fleet in a "ready state" (stand-by mode).</p> <p>Maintain vehicle maintenance and inspections.</p> <p>Transport students, food/meals, and instructional resources as needed.</p> <p>Maintain inter-district courier service.</p>	<p>Director of Operations and Finance</p> <p>Director of Transportation</p> <p>Head Bus Driver</p> <p>Transportation Clerk and other administrative support staff, as needed.</p> <p>Maintenance Mechanics</p> <p>Bus Drivers and Bus Aides as needed/assigned</p>

Essential Service Domain	Specific Services or Tasks	Responsible Parties, Including Primary and Back-Up Staff
Nutrition and Food Services	<p>Maintain food service operations for children via onsite meals, grab-and-go meals, meal pick-up or meal delivery (via transportation staff).</p> <p>Manage inventory of frozen, refrigerated, and dry good products.</p> <p>Maintain compliance with local and state Health Department regulations related to preparation and service of student meals.</p> <p>Maintain requisition, inventory, and payment for all food and beverage provisions.</p>	<p>Director of Operations and Finance</p> <p>Food Services Manager</p> <p>Cook Manager(s), as needed</p> <p>Food Service Workers, as needed</p> <p>Administrative support staff, as needed</p>
Technology and Networking	<p>Maintain the integrity and security of the district's network and network-connected devices.</p> <p>Maintain all inventory controls on devices; perform device repair and/or preventative maintenance, as needed.</p> <p>Supervise deployment of technology (laptops, Chromebooks, printers, other hardware) to remote employees and students.</p> <p>Supervise deployment of connectivity aids (i.e., HotSpots) to students and staff.</p> <p>Provide on-demand technical assistance to onsite and remote technology users.</p> <p>Maintain, and redirect as necessary, inbound and outbound telecommunications and facsimile systems to accommodate modified onsite assignments and remote assignments.</p>	<p>Director of Information Technology</p> <p>IT Staff</p> <p>Administrative support staff, as needed.</p>

Essential Service Domain	Specific Services or Tasks	Responsible Parties, Including Primary and Back-Up Staff
Continuity of Instruction	<p>Coordinate the provision of onsite, hybrid, remote, homebound, and incarcerated youth instruction during short- and longer-term closures.</p> <p>Manage student enrollment and transfers.</p> <p>Coordinate communication regarding all aspects of Teaching and Learning to faculty, staff, students, and families.</p> <p>Maintain all special education and related services for students with individualized education plans, to the extent practicable.</p> <p>Maintain programs to support the social, emotional, and mental health needs of students and staff.</p>	<p>Director of Teaching and Learning</p> <p>Director of Information Technology</p> <p>Director of Student Services</p> <p>Assistant Director of Student Services</p> <p>Building Principals</p> <p>Guidance and Counseling Coordinator; School Counselors</p> <p>CSE Chairs</p> <p>Classroom teachers, teaching assistants, and aides</p> <p>Related service providers (speech, OT, PT, etc...)</p> <p>Administrative support staff, as needed.</p>
Nursing and Health Services	<p>Maintain responsiveness to student and employee health needs and emergencies.</p> <p>Maintain recordkeeping and report filing/compliance.</p> <p>Assist with deployment of public health initiatives related to surveillance testing, vaccination, and point-of-dispensing.</p>	<p>Director of Student Services</p> <p>Assistant Director of Student Services</p> <p>School Nurse Coordinator/Chair</p> <p>School Nurses, as needed</p> <p>Administrative support staff, as needed.</p>
Communications	<p>Maintain robust pipelines of information for internal and external communication with stakeholder groups including staff, students, families, local and regional media, and external partners.</p> <p>Maintain mass communication systems (automated call/text/email, website, social media) and coordinate prioritization and deployment of messaging.</p>	<p>Superintendent</p> <p>District Clerk</p> <p>Directors/Principals</p> <p>Communications Specialist</p> <p>Administrative support staff, as needed.</p>

Part 2: Provision of Resources for Remote Work

Depending on the exact nature of the public health emergency, it may be necessary to consider shifting some (or most, or all) of our district's non-essential employees to remote-based work during a pandemic. In addition, it will also be necessary to provide support to essential employees who must, by nature of their jobs/responsibilities, maintain work readiness during their off-site hours.

The Director of Information Technology, working in concert with the district's Director-Level team, will prepare a document detailing the remote technology needs of all essential and non-essential employees so that the district can quickly shift to (and continually support) remote work and telecommuting.

Specifically, the Director of Information Technology shall consider:

- What job titles are expected to shift to remote during a pandemic?
- What devices and/or peripherals will be needed, by employee title, at home?
- What software/program/subscription access will be needed, by employee title, at home?
- Are current equipment inventories sufficient to deploy to workers during remote work?

This information, once assembled, will aid the district in procuring, deploying, and supporting the devices and services most in demand by our remote workforce.

Part 3: Staggered Shifts and Other Work Accommodations

Depending on the exact nature of the public health emergency, it may be necessary to implement staggered work shifts for employees in order to limit potential employee exposure to communicable disease(s) while also maintaining the essential services outlined in Part 1 of this plan.

To that end, the district shall employ one or more of the following strategies to reduce office or workplace congestion and maintain maximum social distancing among essential employees during times of pandemic.

1. Limit building occupancy to 25%, 50%, 75%, or some other appropriate capacity level when recommended/required by the Department of Health or when implemented based on local/district guidance.
2. Forming employee "cohorts" to limit employee interactions to smaller groups of employees to limit broader exposure.
3. Implementing alternating work days (or work weeks) to limit broader exposure.
4. Limiting employee travel within and among buildings.
5. Designating specific restrooms by office/department/floor.
6. Staggering employee arrival and departure times.
7. Implementing shortened work days (or work weeks) to limit broader exposure.
8. Limiting or eliminating visitors to one or more district buildings/campuses.

Part 4: Procurement and Deployment of Personal Protective Equipment (PPE)

In order to provide the highest level of protection to employees during a pandemic, the district shall procure, store, and be prepared to deploy a six-month supply of face coverings and other personal protective equipment for essential employees performing essential work tasks. At the minimum, personal protective equipment shall be available to essential employees based on job title as follows:

PPE Type/Category	Employee Task/Role
Face Masks	All Employees
N-95 Face Masks	Nurses Custodians and Cleaners (dependent on duties)
Face Shields or Other Protective Eyewear	Nurses Special Education Teachers* Related Service Providers*
Gowns	Nurses Teachers and Support Staff assisting with toileting, nursing/medical care or personal care
Gloves	Nurses Teachers and Support Staff* Custodians and Cleaners*

* depending on particular assignment

The use of masks and other face coverings to reduce the spread of communicable diseases is important to the overall health and safety of our faculty, staff, students, and visitors. In addition to providing masks or face coverings, the district will provide timely information to individuals on the proper use, removal, cleaning and/or disposal of cloth face coverings. Faculty, staff, and students may always utilize their own personal face coverings, but the district will secure and provide face coverings as needed to ensure the community's protection.

Face masks and other PPE will be stored in a manner that prevents theft, damage or degradation. The supplies shall be inventoried upon receipt/delivery and their use/deployment shall be monitored so that replacement stock can be secured when needed.

Those individuals assigned N-95 respirator masks will be fit-tested for the mask and medically screened to ensure they are physically able to wear such a device.

Part 5: Exposure Protocols

During a public health emergency any employee or contractor of the district must notify their immediate supervisor, as soon as practicable, in the following cases: (1) exposed to a known case of the communicable disease that is the subject of the public health emergency; (2) exhibits symptoms of such Disease; or (3) tests positive for such Disease.

Upon notification as outlined above, the building principal or department supervisor (food services, transportation, O&M, business office, district office) of the employee or contractor shall immediately notify the Superintendent's Office. The District will work with the State/County Health Departments, as applicable, and their school physicians regarding contact tracing and return to worksite protocols.

After supervisory notification of exposure, symptoms or positive test results, an employee or contractor shall not be present at the worksite until cleared by a medical professional in accordance with any CDC or State/County Department of Health guidelines. In addition, employees or contractors excluded from the worksite should not return to the worksite until they have provided medical clearance and been cleared by their immediate supervisor to do so.

If the onset of symptoms occurs while the employee or contractor is at the worksite, they must disclose they are experiencing one (1) or more symptoms immediately to their supervisor, remove themselves (or be removed with assistance from medical personnel, if necessary) from any area in which they may encounter another individual, and return to their home or to the office of a medical provider.

The Director of Operations and Finance will provide all staff off the worksite due to Disease considerations with written notice/email regarding all HR protocols to follow. This may include: absence reporting, rights and benefits related to leave time, pay while on leave, and remote work opportunities while on leave.

To the extent employees or contractors can continue to effectively work remotely while excluded from the worksite, they should.

The Director of Operations and Finance will work with the affected administrators/supervisors on staffing implications including substitutes, leaves, remote work (if applicable) and paid time off.

CLEANING AND DISINFECTING

The district's Director of Facilities shall be responsible for implementing and maintaining appropriate cleaning and disinfection protocols during a public health emergency. CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Guidance for routine cleaning during a public health emergency includes:

1. As possible, employees and contractors will clean their own workspaces.
2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.

3. Staff tasked with cleaning and disinfecting areas shall target disinfection of workspaces of individuals exposed, symptomatic or testing positive.
4. Staff tasked with cleaning and disinfecting areas shall target high-traffic areas and routinely disinfect all common areas and worksites as scheduled by the Director of Facilities.
5. Soiled surfaces will be cleaned with soap and water before being disinfected.
6. Surfaces will be disinfected with products that meet EPA criteria for use against the disease agent in question and which are appropriate for the surface.
7. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Part 6: Contact Tracing Measures for Staff

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 as well as off-site visits. This information may be used by Cobleskill-Richmondville Central School District to support contact tracing within the organization and may be shared with local public health officials as required to fulfill contact tracing obligations.

The district will utilize payroll records (including time cards), calendars, sign-in sheets, digital footprints (i.e., network log-in records or IP addresses), and other documentation to confirm employee work hours and locations (on and off site) in order to ensure effective contact tracing efforts.

Part 7: Provision of Emergency or Temporary Housing for Staff

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 Cobleskill-Richmondville Central School District's essential operations.

If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, Cobleskill-Richmondville Central School District will coordinate with staff from Schoharie County's office of Emergency Services to coordinate emergency or temporary housing for essential employees during times of pandemic or other health emergency.

Emergency Remote Instruction Plan

**Adopted by the
Board of Education of the
Cobleskill-Richmondville Central School District**

Background

Following the COVID-19 pandemic, school districts in New York are required to have a plan for educating children if a school or schools must close under emergency conditions. The Emergency Remote Instruction Plan (ERI Plan) is included as an appendix of the District-Wide School Safety Plan, which is reviewed annually by district and building-level emergency response teams, adopted annually by the Board of Education and submitted to the New York State Education Department.

This plan has been developed by the Cobleskill-Richmondville Central School District to meet Emergency Remote Instruction Plan requirements as articulated in New York State Education Department Commissioner's Regulation §155.17.

Plan Components

As per Commissioner's Regulation §155.17, our district's Emergency Remote Instruction Plan must include, but is not limited to:

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.
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.

Communication and Engagement

The District shall communicate emergency closings and implementation of the Emergency Remote Instruction Plan in accordance with standard emergency closing procedures. The district's emergency broadcast system, School Messenger, contains all directory information for student families and staff. In case of emergency messaging, School Messenger is set to send email, text message and phone calls to student directory contacts and staff members. To address special circumstances, the phone calls should reach families without digital technology and, if requested by families, School Messenger emails can be translated to other languages. In addition, the district uses mass media television and

radio outlets to communicate emergency messages. An emergency notification banner is also added to the district website (crcsd.org) and district social media sites.

In cases of Emergency Remote Instruction Plan implementation, messaging will be conducted with as much advance notification as possible. Procedures to access scheduling and additional information for remote instruction will be included in messaging. Students and families will be provided with multiple ways to contact schools and teachers during remote instruction, including the School Messenger and Google Classroom platforms.

Device, Internet and Platform Access

To ascertain student and family access to digital technology, devices, and the Internet to receive remote instruction, the district conducts an annual survey using a state-provided Student Digital Resources instrument. The survey is deployed via email to all families with follow-up reminders if responses are not received. Students and families may update their access information at any time by contacting the student’s school.

The district developed the Emergency Remote Instruction Plan based upon the initial Student Digital Resources survey results. Cobleskill-Richmondville initiated one-on-one device access for all students. If the Emergency Remote Instruction Plan is initiated, communications will include pick-up times and locations for students who were not able to take their devices home prior to the emergency.

The annual surveys will help to identify students/families for whom Internet access is an issue. To increase opportunities for student participation in remote synchronous instruction, the plan provides options to loan hotspots to families, enable WiFi in school parking lots, place WiFi enabled buses in strategic locations around the district, and/or arrange with community partners for WiFi access in public locations.

To ensure high-quality remote learning experiences, the district has standardized the use of single online learning platforms and teacher guidelines.

Grades	Platform	Platform access, each year
PreK-2	Seesaw	Parent connection by classroom teacher
3-12	Google Classroom	Student and parent connection by classroom teacher

Technical assistance for devices or platforms is available by email, information@crcsd.org or contacting the Office of Teaching and Learning.

The district provides on-going training in the use of technology for instruction throughout the school year. Staff access to computing devices, Internet access, and the necessary tools for synchronous instruction from their place of residence is reviewed and addressed annually.

Teaching and Learning

Our district has developed an emergency remote instruction plan that would support all students. The majority of students will be served via remote digital instruction.

Acknowledging that the typical content in each grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study. While instruction will focus on "core" subject areas, elective courses will continue to be offered in a remote learning environment. All instruction will continue to be aligned to the New York State Learning Standards.

Virtual learning schedules have been developed by grade level. If an emergency requires the district to move to virtual learning, these schedules will be shared with students and families in accordance with the communication strategies outlined earlier in this plan. Students will be given opportunities to engage with teachers and classmates through real-time online instruction, question and answer periods with teachers, and group work (i.e., synchronous learning). Teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis. More than one half of the day will be dedicated to synchronous instruction.

Supplementing this time will be self-guided projects, readings and other age-appropriate assignments that can be completed by the students remotely (i.e., asynchronous learning). Less than one half of the day will be dedicated to asynchronous instruction.

Instructional models and daily structures for remote learning for each grade level are as follows:

Grade	Type of Instruction	Structure of Day
PreK-1	Blended	Students will be engaged in blocks of learning time. Families can expect an ELA block and a math block with direct instruction. As determined by the teacher, the direct instruction may be provided live or in the form of a recorded video. Students will view instruction and be asked to do offline tasks that will be submitted to the teacher through the computer. Our reading series for reading and writing has consumable components. Students will be provided with the consumables for use at home. Our teacher is also able to assign virtual versions of the program through the learning platform. All work will be submitted to the teacher through the virtual platform. Science and social studies are also provided through asynchronous instruction. We are looking at a regularly scheduled Morning Meeting for students to stay connected with their virtual classmates. Check-ins throughout the day will be provided at designated times. Small groups may be pulled together virtually for guided reading and other specialized instruction. While students may not be on the computer or completing work every minute of every school day (much the same as their on-site peers -- breaks for lunch and recess), we intend to provide structured activities throughout a typical school day of 8:00 am - 2:00 pm unless otherwise notified.

2-3	Blended	Students will be engaged in blocks of learning time. Families can expect an ELA block and a math block with direct instruction. As determined by the teacher, the direct instruction may be provided live or in the form of a recorded video. Students will view instruction and be asked to do offline tasks that will be submitted to the teacher through the computer. Our reading series for reading and writing has consumable components. Students will be provided with the consumables for use at home. Our teacher is also able to assign virtual versions of the program through the learning platform. All work will be submitted to the teacher through the virtual platform. Science and social studies are also provided through asynchronous instruction. We are looking at a regularly scheduled Morning Meeting for students to stay connected with their virtual classmates. Check-ins throughout the day will be provided at designated times. Small groups may be pulled together virtually for guided reading and other specialized instruction. While students may not be on the computer or completing work every minute of every school day (much the same as their on-site peers -- breaks for lunch and recess), we intend to provide structured activities throughout a typical school day of 8:00 am - 2:00 pm unless otherwise notified.
4-5	Blended	Students will be engaged in blocks of learning time. Families can expect an ELA block and a math block with direct instruction. As determined by the teacher, the direct instruction may be provided live or in the form of a recorded video. Students will view instruction and be asked to do offline tasks that will be submitted to the teacher through the computer. Our reading series for reading and writing has consumable components. Students will be provided with the consumables for use at home. Our teacher is also able to assign virtual versions of the program through the learning platform. All work will be submitted to the teacher through the virtual platform. Science and social studies are also provided through asynchronous instruction. We are looking at a regularly scheduled Morning Meeting for students to stay connected with their virtual classmates. Check-ins throughout the day will be provided at designated times. Small groups may be pulled together virtually for guided reading and other specialized instruction. While students may not be on the computer or completing work every minute of every school day (much the same as their on-site peers -- breaks for lunch and recess), we intend to provide structured activities throughout a typical school day of 8:00 am - 2:00 pm unless otherwise notified.
6-12	Synchronous	Students will follow a regular daily schedule. It will be expected that a student login during class to view the live lesson or a similarly crafted recorded lesson. Most classes are aiming for live streaming, but recordings will be utilized. Active participation in the lesson will be expected. Classes are approximately 45 minutes long. There will be opportunities for students to engage in some activities offline, but the tasks may be due through the online platform before the end of the scheduled period. Students will need to be actively monitoring the clock and be aware of when classes are scheduled. Daily attendance at school (remotely) will be taken. Sessions such as lunch and PE will be independent.

The district recognizes that there will be students for whom remote instruction via digital technology is not appropriate or possible. This includes, but is not limited to, special education students, English language learners, and students with technology or connectivity needs. Individual student needs will be assessed by district personnel (e.g. teacher, building level Educational Support Team, and/or principal) on a case-by-case basis. Plans to address instructional needs of these students may include

some level of in-person instruction, either at a school building or at a community location, as appropriate. Other instructional methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home. The general plan for students without technology access and participation in synchronous instruction is as follows:

Grade level	Remote Learning without Access
PreK-5	Asynchronous instruction through "To-Go" packets (with TA or classroom teacher daily check-in by telephone for support). Classroom teachers will need to assess continuity of instruction upon students' return.
6-12	Asynchronous instruction through "To-Go" packets with virtual Office Hours through the school counselor and/or classroom teacher . Classroom teachers will need to assess continuity of instruction upon students' return.

Support Services

The district's Emergency Remote Instruction Plan continues support services for students with disabilities and/or an Individualized Education Plan in accordance with their Individualized Education Plan (IEP) should remote learning become necessary.

Staff are under the direction of Special Education administrators. Communication is consistent and frequent to be sure that IEP's are being met. Student services are tracked through Frontline and district provided spreadsheets. Special education administrators will continue with the APPR process.

It is the expectation that all service providers (e.g., teachers, paraprofessionals, related service providers) will sign-on to the remote learning platform to support students as needed. This will include large classroom settings in the remote learning environment, as well as the use of breakout rooms or one-on-one virtual meetings as necessary. Activities provided will be appropriate for the students' needs and the at-home learning environment including remote learning opportunities. Services will be differentiated and adjusted to meet student needs.

Services will be documented through spreadsheets and all sessions for related services will be logged in Frontline under "Notes." Teachers take attendance through SchoolTool. District created spreadsheets are provided to teachers to document activities and student performance.

The Student Services plan for continuity of special education and related services is as follows:

Instructional Model	1-3 school days of remote instruction	4-5 school days of remote instruction	6+ school days of remote instruction
K-12 Consultant Teachers	<p>Asynchronous instruction through Seesaw/Google Classroom (with TA or classroom teacher daily check-in for support). Classroom teachers will need to assess continuity of instruction upon students' return.</p> <p>All points of contact that can't be tracked through Google Classroom/Seesaw must be noted in the Contact Login Frontline, to include unsuccessful attempts at making contact.</p> <p>Teachers in grades 6-12 should work with the School Counselor if questions arising during office hours can be supported by you.</p>	<p>Asynchronous instruction through Seesaw/Google Classroom. Designated daily check-in with the classroom teacher via Google Meet for questions/clarification/mini lessons.</p> <p>Consultant Teachers should work with the classroom teachers to offer support.</p> <p>All points of contact that can't be tracked through Google Classroom/Seesaw must be noted in the Contact Login Frontline, to include unsuccessful attempts at making contact.</p>	<p>Asynchronous instruction through Seesaw/Google Classroom. Designated daily check-in with the classroom teacher via Google Meet for questions/clarification/mini lessons.</p> <p>Additional check-in times for support by TA. Students should be invited via Google Meet to attend Morning Meeting or other class activities when practical. Teachers may utilize concurrent (hybrid) instruction in certain circumstances.</p> <p>Students should join Resource Rooms virtually.</p> <p>Consultant Teachers should work with the classroom teachers to offer support.</p> <p>All points of contact that can't be tracked through Google Classroom/Seesaw must be noted in the Contact Log in Frontline, to include unsuccessful attempts at making contact.</p>
Self-Contained Teachers	<p>Asynchronous instruction through Seesaw/Google Classroom with daily check-ins for support. Classroom teachers will need to assess continuity of instruction upon students' return.</p> <p>All points of contact that can't be tracked through Google Classroom/Seesaw must be noted in the Contact Login Frontline, to</p>	<p>Asynchronous instruction through Seesaw/Google Classroom. Designated daily office hours with the classroom teacher via Google Meet for questions/clarification/mini lessons.</p> <p>Daily check-ins/office hours can be conducted by a TA under the supervision of the classroom teacher.</p> <p>All points of contact that can't be tracked through Google</p>	<p>Asynchronous instruction through Seesaw/Google Classroom with concurrent (hybrid) instruction used as much as practical for students experiencing long term quarantine. Designated daily office hours with the classroom teacher or TA via Google Meet for questions/clarification/mini lessons. Students should have at least 30 minutes of instruction from the teacher or TA, except in circumstances when virtual meetings are not appropriate (i.e., students in our</p>

	include unsuccessful attempts at making contact.	Classroom/Seesaw must be noted in the Contact Login Frontline, to include unsuccessful attempts at making contact.	communication classrooms). Daily check-ins/office hours can be conducted by a TA under the supervision of the classroom teacher. All points of contact that can't be tracked through Google Classroom/Seesaw must be noted in the Contact Login Frontline, to include unsuccessful attempts at making contact.
Related Services	Compensatory services will be provided for sessions missed before the end of the school year.	Services will be provided via Google Meet as scheduled (e.g., if a student is scheduled for a 10:00 session, they will have to join at 10:00). Compensatory services will be provided upon parent/guardian request or if virtual meetings are inappropriate/not able to occur. These must be provided if parents request them, even if a student participated in virtual sessions.	Services will be provided via Google Meet as scheduled (e.g., if a student is scheduled for a 10:00 session, they will have to join at 10:00). Compensatory services will be provided upon parent/guardian request or if virtual meetings are inappropriate/not able to occur. These must be provided if parents request them, even if a student participated in virtual sessions.

The district Student Services and Special Education will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child. Communications will be via email, phone calls and mailings. The native language will be used for communications, using a translator as necessary.

Communication and coordination between the Committee on Preschool Special Education (CPSE) and the Committee on Special Education (CSE) will be maintained in accordance with normal operations through periods of remote instruction. Parent consent records are released from CPSE to CSE and CPSE and CSE transition meetings are held virtually.

Funding Requirements

As a district that receives Foundation Aid, Cobleskill-Richmondville has estimated that 3 hours per day would be claimed for state aid purposes for each day spent on remote instruction due to emergency conditions.