

**SOUTH COLONIE DISTRICT-WIDE SCHOOL SAFETY PLAN (PUBLIC 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 require comprehensive planning and training. The New York State Safe Schools Against Violence in Education (SAVE) law requires school districts to develop a school safety plan to prevent or minimize the effects of serious violent incidents and natural/manmade disasters and to facilitate the coordination of state, local and county resources in the event of such incidents or emergencies. The district-wide school safety 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. 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

**District Safe Schools Coordinator/Chief Emergency Officer**

The South Colonie Central School District has designated **Christopher Robilotti, Assistant Superintendent of Human Resources & Safe Schools**, as the district's chief emergency officer (CEO). The CEO is responsible for coordinating communication between staff and law enforcement and first responders and for ensuring staff understanding of the district level safety plan. Additionally, the CEO ensures that building level emergency response plans are annually updated.

**Section I: General Considerations and Planning Guidelines**

**A. Purpose**

The South Colonie Central School's District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the board of education, the superintendent appoints a district-wide school safety team and charges it with making recommendations regarding the development, maintenance, and implementation of the district-wide school safety plan. The finalization of the plan ultimately rests with the superintendent, with adoption by the Board of Education by September 1<sup>st</sup> of each school year.

**B. Identification of School Teams**

The South Colonie Central School District has created a district-wide school safety team and building level emergency response teams for every school building. Both consist of, but are not limited to, representatives of the school board, teachers, staff, administrators, parent organizations, school safety personnel, law enforcement and other first responders.

### **C. Coordination of District and School Plans and Teams**

The district-wide school safety plan is directly linked to the individual building-level emergency response plans for each school. The protocols reflected in the district-wide school safety plan guide the development and implementation of each building-level emergency response plan.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by that school's building-level emergency response team. Upon the activation of the building-level emergency response team, the superintendent of schools, or his/her designee, will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols when needed.

### **D. Plan Review and Public Comment**

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was originally prepared in 2001, adopted by the school board after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. Full copies of the district-wide school safety plan and any amendments were submitted to the New York State Education Department (NYSED) within 30 days of adoption.

The commissioner's regulation also requires that this plan shall be reviewed by the district-wide school safety team on an annual basis on or before September 1<sup>st</sup> of each year, and recommendations for updates provided to the superintendent. Hereinafter, all updates made by the district-wide school safety team shall be presented to the board of education for adoption pursuant to the aforementioned regulations. In most cases, recommendations are specific and included in building-level emergency response plans. A copy of the district-wide school safety plan is available at the South Colonie District Office located at 102 Loralee Drive, Albany, New York and online at the district's website ([www.southcolonieschools.org](http://www.southcolonieschools.org)). While linked to the district-wide school safety plan, 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 New York State Education Law Section 2801-a. Building-level emergency response plans and all updates are given to the New York State Police, Colonie Police and Albany County Sheriff's Department 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 will provide one consistent response system that will be used by all school employees, students, parents and emergency responders. This is particularly beneficial as students move from elementary to middle school and then to high school, and as full-time, part-time and substitute employees travel among the schools.

The district-wide school safety team has identified many factors that could cause an emergency in our schools and facilities within the district as well as factors that need to be considered when responding to an emergency. The detailed list of potential internal and external hazards or

emergency situations are included in the confidential building-level emergency response plans.

**A. Identification of Potential Emergency Situations (on and off school property):** Lists of areas on school property that have the potential to create an emergency situation have been identified. This 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, such as gas lines, fuel tanks and chemical storage. The detailed list and floor plans are included in the confidential building-level emergency response plans and are updated on an annual basis.

The district-wide school safety team in conjunction with Colonie Police, New York State Police, Albany County Sheriff's Department, Colonie Fire Prevention Department, Colonie EMS and town officials from Colonie has identified potential emergency situations off of school property that could have an impact on the district. Factors that were considered include population, presence of hazardous materials, potential for emergency based on geographical potential and/or national trends and proximity to district property, such as airports, bridges, dams, major intersections, primary routes of hazardous cartage locations of hazardous materials. The detailed list is included in the confidential building-level emergency response plans and is updated on an annual basis.

## **B. Multi-Hazard Response Guidelines**

a. **Actions** - Included in the building-level emergency response plans are actions for handling multi-hazard emergencies that are in compliance with the Incident Command System (ICS). These guidelines include but not limited to:

- Initial actions
- Command post location (primary and secondary)
- Before, during and after school evacuation including evacuation routes and relocations sites (internal and external)
- Shelter in place
- Lockdown/lockout
- Hold and Place
  - Emergency school cancellations, closing, early dismissal and delays including after-school, evening activities, weekend and CYC-Care.

b. **Emergencies** - These include, but are not limited to the following multi-hazard response guidelines:

Air Pollution  
Epidemic  
Mass Casualty  
Anthrax/Biological  
Explosion  
Medical Emergency  
Aviation Crash  
Fire Alarm Activation  
Natural Gas Leak Bldg.  
Structural Failure Flood  
Radiological

Bomb Threat  
HAZMAT on & off-site  
School Bus Accident  
Civil Disturbance  
Heating System Failure  
Severe Weather  
Crimes against People  
Hostage Situation  
Threats of Violence  
Earthquake  
Intruder Situation  
Toxic Exposure  
System Failure  
Loss of Building Water  
Emergency Energy Supply Loss  
Loss of Buses

- c. **Resources** - The district has identified various resources that may be available for use during an emergency, including: the identification of personnel via school building teams; use of Incident Command System (ICS); a list of volunteer faculty/staff trained in first aid, CPR and AED use; equipment; master list of all vehicles in the Transportation Department; building floor plans/maps with shut offs and potential hazards noted; American Red Cross sheltering agreements; and designated shelter sites with backup shelter sites. The district has agreements with any shelters that are used within the community. The specific, detailed information is included in the confidential building-level emergency response plans upon the advice of the New York State Police.
- d. **Incident Command System (ICS)** -The district has identified school personnel 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 identifies the staff members and their backups assigned to provide assistance during emergencies. Each school has a building-level emergency response team (sister schools and tri-building schools will have one combined team) that works under the Incident Command System. Each team is documented in detail. This document is given only to building-level emergency response team members, the school emergency coordinator, the New York State Police and the Colonie Police Department. The building-level emergency response team details are located in the confidential building-level emergency response plans. Each building-level emergency response team has been given an overview of the ICS, an ICS flow chart, ICS training and specific ICS roles and responsibilities.
- e. **Policies and Procedures for Training** - The district has developed policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. Procedures have been established to provide this training on an annual basis to include but not limited to: early dismissal home drill, fire drills, evacuation drills,

lockdown drills, table top exercises, New York State Police Safe Schools Training and ICS/NIMS training (an internal, confidential Guide for Safety & Emergency Planning has been created and references specific requirements for training and drill frequency). Individual schools use various faculty/staff surveys and forms, in order to obtain feedback on the drill practiced. School

administrators then address any concerns or questions noted and share them either in written form or in faculty/staff meetings. On a monthly basis, the district administrators and principals meet to discuss all reports of multi-hazard training, actual and potential hazards and/or violence (implied threats, direct threats and/or actual acts of violence). The discussions are the key to debriefing as a district. Actions and procedures that are carried out successfully are verified and areas in need of improvement are noted as needed. This level of district awareness assists each principal and administrator in responding to future training, actual emergency responses and implied threat, direct threats and/or actual acts of violence.

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 and county emergency responders and preparedness officials. The district administrators and building-level emergency response teams participate in tabletop exercises with local responders. The New York State Police have been instrumental in conducting tabletop exercises at the district and school building levels. They have provided valuable debriefing assistance in tabletops involving criminal offences and threats/acts of violence. A debriefing is conducted after each drill and/or exercise to determine if changes to the plan are necessary and to assist in returning to routine school activities. Schools that have multiple floor levels also prepare and practice a non-ambulatory emergency evacuation plan.

### **Section III: Responding to Threats and Acts of Violence**

**A. Policies and Procedures** - Schools will activate their crisis team and will refer to their crisis intervention plans and the multi-hazard response guides. The multi-hazard response guides 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 consideration of zero-tolerance policies for school violence. The following types of procedures are addressed in the confidential building level emergency response plans:

- Contact the appropriate law enforcement agency, if necessary.
- Inform the building principal and superintendent.
- The use of staff trained in de-escalation or other strategies to diffuse the situation.  
    Informing the building principal of implied or direct threats.
- Determine the level of threat with the principal and superintendent/designee.
- Monitoring the situation, adjusting the district's response as appropriate to include possible implementation of the emergency response team.
- If the situation warrants, isolate the immediate area and evacuate if appropriate. • If

necessary, initiate a lockdown procedure and contact the appropriate law enforcement agency.

- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
- Communication with parent/legal guardian, and general public, as needed.

*NOTE: The South Colonie Code of Conduct also describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school. The district's code of conduct also supports school safety and security. The code of conduct is pursuant to the district's safe and drug-free schools policy and the no weapons policy.*

**B. Response Protocols** - These are identified in the district-wide school safety plan, along with definitions of roles and responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures and protocols for responding to bomb threat, intruders, hostage takings and kidnapping including:

- Identification of decision-makers.
- Notification of administrators/agencies - All district administrators, principals, their secretaries and building custodians have a confidential emergency reference card. This card specifically outlines which agency and which administrator(s) need to be contacted under which emergency circumstances. This two-sided document is updated on an annual basis and designed to be kept near the phones at work and at home if needed during "off" hours.
- Plans to safeguard students and staff.
- System for student release (reunification)
- Procedures to provide transportation, if necessary.
- Debriefing procedures.

*Upon the advice of the Colonie Police, New York State Police, Albany County Sheriff's Department and local fire department, the specific response details are located in the confidential building-level emergency response plans.*

**C. Communications Protocols** - The district has established policies and procedures to contact parents, legal guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. In the South Colonie Central School District, the following communication methods will be taken:

- For small-scale incidents, the crisis intervention plans and crisis team may be activated. Depending on the incident, school personnel may directly call the parents/legal guardians of all students directly impacted. All other parents/legal guardians will receive an informational notification via the website or Student Information System. Meetings may be scheduled in a timely manner for further discussion if necessary.
- For any major incident, the crisis intervention plans and crisis team will be activated. The district will be working with the media (TV, radio, newspaper), website, social media and SIS system to relay pertinent school related information

(i.e. how and where parents can be reunited with children, etc.). Community meetings and/or press conferences may be scheduled in a timely manner to discuss the particulars of the incidents and the district's response.

#### **Section IV: Communication with Other Agencies**

The district-wide school safety plan provides the framework for the building-level emergency response plan with regard to communication with other agencies.

A. The South Colonie Central School District is fortunate to have substantial ties to the community of Colonie. In case of an emergency within any one of our facilities, that facility would dial 911 for emergency assistance. If involvement were needed from other local government agencies, then the superintendent or their designee would act as that contact person. Additional procedures for communications can be found in the building level emergency response plans and the Capital Region BOCES Emergency Communications Network Flowchart. The following examples are the types of arrangements that could be used by the District:

- Principal (building-level IC or backup IC) or Superintendent (district-wide IC or backup IC) in an emergency would contact the county dispatch center for fire, EMS, or police by calling 911.
- Principal (building-level IC or backup IC) or Superintendent (district-wide 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 town officials responsible for implementation of Article 2-B of the Executive Law will be carried out through the protocols established in Capital Region BOCES Communication Flowchart. The following are examples of the types of arrangements that could be used by the district during countywide emergencies:

- Superintendent (district-wide IC or backup IC) in an emergency will contact the Saratoga 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: Colonie Police, American Red Cross, Albany County Emergency Services Office, New York State Police, Albany County Sheriff, Albany County Mental Health Office and Capital Region BOCES 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 will notify the appropriate town officials (ex: highway dept., town administrator, and/or public safety). The district would contact the following as needed: Town of Colonie and Village of Colonie. Likewise, should there be an emergency within the community that has the potential to impact the facilities of the school district; the superintendent should be notified immediately.

- C. If there is an emergency within the district that has the potential to impact bus transportation capabilities either to or from other educational agencies within the district boundaries, the director of transportation in close coordination with the school emergency coordinator will activate a phone tree to inform all necessary parties. The phone tree will be located in the building-level emergency response plan for the transportation department. In the event the phones are not operational, media (radio, television, district website) may be utilized to convey the pertinent emergency information.
- D. Along with the phone tree, the district has access to the following information about each educational agency located in the school district, including information on:
- School population.
  - Number of staff.
  - Transportation needs.
  - Business and home telephone numbers of key officials of each such educational agency.

The details are considered confidential, due to the school specific information and administrator home phone numbers, and are located in the confidential building-level emergency response plan.

### **Section V: Prevention and Intervention Strategies**

**Security Measures and Procedures** - The district procedures require the following: visitor sign in and visitor badges (during regular school hours), single point of entry, buzz-in door surveillance systems, fingerprinting of employees, volunteering screening, and employee badges. The district also has school monitors in each building, as well as uniformed School Resource Officers. Uniformed SRO's are routinely present on campus, in school buildings, and at large public events. Video surveillance, random locker searches, security pages and exterior lighting are also used to improve security.

**Security Policies** - To further enhance school security and student, faculty and staff safety, the district has the following policies in place:

- Child Abuse/Maltreatment and Neglect
- Code of Conduct
- Dignity for All Students
- Drug-Free Workplace
- Emergency Closings
- Fingerprinting of Prospective School Employees
- Fire Drills, Bomb Threats and Bus Emergency Drills
- Hazardous Waste and Handling of Toxic Substances by Employees
- Safety and Security
- School Bus Safety Program
- School Safety Plans
- Threats of Violence in School



- Anti-Harassment in the School District
- Uniform Violent and Disruptive Incident System
- Unlawful Possession of a Weapon on School Grounds
- Use of Video/Audio Systems in the School District
- Weapons in School and the Gun-Free Schools Act
- Supervision of Students

**Identification of Warning Signs** -The South Colonie Central School District has implemented procedures for the dissemination of materials regarding the early detection of potentially violent behaviors (threat assessment) when deemed appropriate. The district employs school social workers, counselors, psychologists and intervention counselors who assist the district in identifying early warning signs in students and early intervention/prevention strategies. Designated personnel also play a key role in suicide prevention programs.

**Appropriate Prevention and Intervention Strategies** (not all-inclusive; an internal, confidential Guide for Safety & Emergency Planning has been created and references specific requirements for training and drill: frequency):

- Collaborative efforts with state and local law enforcement officials.
- Training of hall monitors and other personnel.
- Active Shooter Training
- Compliance with DASA regulations.
- Non-violent conflict resolution training programs.
- Extended day school programs.
- Community-wide Character Education Program.

**Prevention and Intervention Programs** - Strategies for improving communication among students, between students and staff and the reporting of potentially violent incidents. Highlights of the major programs are noted below (not all-inclusive):

**District-Wide Programs:**

- iCARE
- Student/parent/legal guardian handbook that outlines the expectations of students

**Colonie Central High School (grades 9-12):**

- Counseling Center - All students are assigned a school counselor who works with the students and parents.
- Pupil Study Team (PST) - Members (Principal, Assistant Principal, Psychologist, Intervention Counselor, School Counselors and School Nurse) meet weekly to discuss students who are referred by members of the committee or teachers. Specific interventions are developed and staff are assigned to monitor progress.
- PBIS (Positive Behavioral Interventions & Support)
- Progressive Discipline Process - Teachers discuss behavior with students, communication with parents/legal guardians and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the Assistant Principal or Principal to discuss the behavior and its consequences.
- Extracurricular Activities - There are extensive opportunities for students to become involved in productive, fun activities before and after school.

- Key Club - Organized to promote pride and service to school and community.
- iCARE

### **Middle Schools (grades 5-8):**

- Middle School Rights and Expectations - Provided in written form in the Student Agenda.
- iCARE
- Words of Wisdom - Rights and expectations reinforced daily by the 'Words of Wisdom' are read with the morning announcements. These are inspirational passages reflecting on the words of prominent people throughout history and applied to students' lives.
- Counseling Center - All students are assigned a school counselor who works with the students and parents. Counselors discuss study/organizational skills, goal setting, interim/report card grades, strategies for improving grades/attitudes, learning styles, getting along with others and related topics that concern a student and/or parents.
- Child Study Team - Members (principal, assistant principal, psychologist, intervention counselor, school counselors and school nurse) meet weekly to discuss students who are referred by members of the committee or teachers. Specific interventions are developed and staff are assigned to monitor progress.
- Extracurricular Activities - There are extensive opportunities for students to become involved in productive, fun activities before and after school.
- Student Agenda - The 'What is Character' section of the student's agenda is provided for student reading and teacher use in school to help students learn the skills of making responsible choices and being proactive in facing challenges.
- Progressive Discipline Process - Teachers discuss behavior with students, communication with parents/legal guardians and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the assistant principal or principal to discuss the behavior and its consequences.

### **Elementary Schools (PK-4):**

- Character Counts Moment; each day a student reads a message improving behavior positive ideas.
- Character Counts Assemblies.
- Comprehensive approach to work toward an atmosphere of tolerance school-wide.
- Conflict Resolution.

**Prevention and Intervention Training** - The district's human resources department has developed a description of duties, hiring and screening process. As required by the SAVE legislation, all employees are fingerprinted and have a criminal background check via the NYS Education Department. Monitors receive the SAVE required de-escalation training.

## **Section VI: Recovery**

### **A. District Support for Buildings**

The district realizes that some emergencies may require external support for an individual school since it may require additional expertise or personnel requirements. If/when a school building emergency response team is faced with threats of violence or actual violent incidents, members of the district-wide school safety team will assist as follows:

- a. Acting as a sounding board for the building principal/supervisor of implied or direct threats and/or violent acts.
- b. Assisting in determining the level of threat and appropriate responses. c. Sending a district-wide school safety team member to support the building-level emergency response team.
- d. Monitoring the situation and adjusting the District's response as appropriate.
- e. Assisting with parent/legal guardian, faculty/staff, and media communication.
- f. Assisting with coordinating building and grounds security.
- g. Assisting with offering a "backup" team (another school team and/or an outside group) if the affected team needs assistance.
- h. At monthly administrator's meetings, all implied or direct threats and/or violent acts are shared and discussed. A consensus is reached on how to best handle each incident in a manner that meets district and building approval. All administrators have this ongoing resource available.

### **B. Disaster Mental Health Services**

The district realizes that some emergencies may require external support for an individual school since it may require additional expertise or personnel requirements. If/when a building-level emergency response team is faced with threats of violence or actual violent incidents, the district-wide school safety team will assist as follows:

- a. Sending a district-wide school safety team member to each affected school building as a liaison between the school building and the district office.
- b. Activating the district-wide crisis team. The team consists of the school physicians, school nurse coordinator and school psychologists and District office administrative staff as needed. The team has local connections to the Albany County Department of Health and area school districts for support.
- c. Continued feedback from those directly impacted is sought. Building and district support is offered during the incident with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original incident.
- d. Assisting with parent/legal guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention.
- e. Assisting the schools with the creation of written statements being distributed to faculty/staff, parents/legal guardians; press releases and media requests through the district's public information officer and communications office. The district has a large resource of letters, press releases and media procedures that take the burden off the individual school building team.

## **Section VII: Pandemic Emergency Response**

- A. Policies and Procedures** - Schools will activate a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing. This plan was developed exclusively for and is applicable to the South Colonie Central School District. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors,

and the continuity of our operations that we have promulgated this plan.

The plan was developed with the following four guiding principles:

- Protect the health and safety of everyone associated with the school district: students, faculty, staff, and community members.
- Maximize the benefit of public education by maintaining instructional access for all students either in-person or through remote learning.
- Sustain the student-centered activities of the school district to the greatest extent possible.
- Contribute to controlling the spread of communicable disease in our region.

**B. Concept of Operations** - The Superintendent of Schools of the South Colonie Central School District, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent of Schools. The Superintendent of Schools of the South Colonie Central School District, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary. Notifications of updates to this plan will be made available through the communication methods below. Upon resolution of the public health emergency, the Superintendent of Schools of the South Colonie Central School District, their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

**C. Communications** - Upon the determination of implementing this plan, all employees and contractors of the South Colonie Central School District may be notified by phone, email, or any other means determined to be necessary, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Parents, students, and other community members will be notified of pertinent operational changes by regular communication channels.

**D. Mission Essential Functions** - When confronting events that disrupt normal operations, the South Colonie 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:

- Maintain the safety of employees, contractors, and our constituency
- Provide vital services
- Provide services required by law
- Sustain quality operations
- Uphold the core values of the South Colonie Central School District

**E. Reducing Risk** - When mitigating risk of spread, the District will enact the following practices as needed:

- Remote Work Protocols
- Equipped Staff and Students for Remote Learning
- Staggered Shifts

- Personal Protective Equipment
- Health and Safety Protocols
- Infections Control Strategies
- Return to Work Protocols
- Vulnerable Populations/Accommodations
- Contact Tracing
- Testing
- Cleaning and Disinfecting
- Health, Hand, and Respiratory Hygiene

### **Section VIII: Emergency Remote Instruction Plan**

**A. *Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.***

In order to help inform our Emergency Remote Instruction Plan (ERIP), the South Colonie Central School District (SCCSD) will use the survey data collected for the Student Digital Resources report to better understand the level of access students have to devices (e.g., laptops, Chromebooks, cell phones) and the Internet. Data was collected through a survey given to all households within Aspen, our Student Information System (SIS). The purpose of the survey is to ensure that, to the extent possible, students can access the Internet and receive remote instruction, if necessary, under emergency conditions. This survey is conducted on an annual basis and responses are recorded per student. Students and families may update their access information at any time by contacting their child's school. Our ERIP corresponds with the information provided to us by our families through the Student Digital Resources data collection.

As part of the ERIP, we have also developed a communication plan for all necessary information should a school or schools need to close. The plan identifies:

- Family outreach and education will be provided to support families' understanding of remote learning and how to support their children during the emergency.
- The district will use its existing internal and external communications channels to notify staff, students, and families/caregivers about remote learning schedules with as much advance notice as possible. This communication will include information about how computing devices, such as chromebooks and mobile hotspots are being disseminated to students and families who need them.
- Students and their families will be provided with multiple ways to contact schools and teachers during remote learning (i.e., email, district website, Parent Square, etc.).
- Information communicated through Parent Square will automatically translate into the parent's/student's preferred language. Additionally, mailings and the use of phone and text messaging services will be used as means of supplemental communication.

***B. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.***

To support remote learning, the district will provide computer devices to all students and families who need them. Specifically, South Colonie maintains that:

- The current supply of devices would allow for all students in Grades K - 12 to have their own device to use.
- The district will continually monitor students' internet accessibility through teachers, counselors, administrators, surveys, and other forms of reciprocal communication.
- A WiFi hotspot will be provided to any student in need of home internet access.
- We recognize that for some of our students and families, remote learning through digital technology may not be appropriate or possible. Therefore, the district will assess their needs and determine the best course of action. Other methods that may be considered include instruction by phone, tutoring, and/or the delivery or pick-up of hard-copy learning materials.
- While the district is assessing which students need devices or access to the Internet, the district will also assess which students could be in need of some emergent additional support. Depending on the nature of the emergency, this may involve some level of in-person instruction for these students either at a school building within the district or at a community location, as appropriate. These decisions will be made in partnership with local health officials and emergency personnel, as applicable.
- For students whose remote instruction via digital technology may not be accessible or appropriate for, we will employ our Multi-Tiered System of Support (MTSS) and Child Study Team (CST) processes to review and assist with making any determinations.

***C. Expectations for school staff as to the proportion of time spent in synchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.***

South Colonie has taken the intentional steps to ensure that the necessary faculty and staff have the tools (i.e., computer devices and Internet access), to deliver remote instruction from their place of residence. Specifically, the District attests:

- Currently all instructional Teaching staff in Grades 5 - 12 have been assigned a laptop to deliver instruction and complete other professional responsibilities
- Instructional Teaching staff in Grades K-4, chromebooks are available for every teacher on a 1:1 basis to deliver remote instruction.
- The District also has the resources available to supply all non-instructional certified professionals with chromebooks or laptop computers.
- If needed, the District will provide WiFi hotspots to staff.
- The Technology Department will be made accessible to students, parents or guardians remotely to troubleshoot and resolve district-provided hardware issues through a Help Desk system.

- To ensure high-quality remote learning experiences, we will use Google Classroom as our main online platform for delivering instructional content.
- Faculty and staff also have access to Google Meet. This will allow pertinent staff to meet individually or with groups of students, parents/guardians, colleagues, etc. Students will log in to their Google Classroom to access their teacher’s link to meet live for synchronous learning.
- Students who are unable to participate in remote learning will be provided with hard-copy materials.

***D. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.***

The South Colonie emergency remote instruction plan will support all students and will continue to be aligned with the New York State Learning Standards. Instruction will focus on “core” subject areas; however, elective courses will continue to be offered in a remote learning environment. The plan identifies the following:

- Certain groups of students may be prioritized for in-person learning to the greatest extent possible, depending on the nature of the emergency.
- This includes but is not limited to:
  - Students with Disabilities
  - English language learners, and
  - Students with technology or connectivity needs.
- Acknowledging that the typical content in each grade level or course may need to be adjusted.
- Content (i.e., literacy and math) will be prioritized to ensure that students receive instruction for:
  - the prioritized learning standards,
  - key understandings, and
  - skills necessary for future student success.
- 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 per the communication strategies outlined earlier in this plan.
- Students will be given opportunities to engage with teachers and classmates through live 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 regularly. 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).
- Students will also utilize asynchronous learning for special area teachers.

Building principals, department supervisors, along with our Communications Department will be responsible for sending guidelines, via Parent Square, and schedules for remote learning for the students in their respective buildings. The guidelines for elementary and secondary are as follows:

- Grades K-6
  - Full day teaching schedule
  - Teachers follow their existing schedule
  - There should be a blend of asynchronous and synchronous experiences for the students
  - Special areas follow their existing schedule and must provide a blend of asynchronous and synchronous experiences.
- Grades 7-12
  - Full teaching schedule
  - Students follow their nine period schedule

English Language Learners (ENL) supports and services will be integrated into our remote program through the following means:

- ENL teachers will be responsible for providing stand-alone and integrated instruction across grade levels.
- They will co plan with grade-level teachers to ensure that materials are appropriately scaffolded to meet students' English proficiency levels.
- Adaptive technology will be utilized to ensure that the curriculum is accessible to students (i.e., read/write extension, speech-to-text, recordings with subtitles, audio recordings of text to accompany the print version, visual supports, etc.).
- Each ENL teacher will have their own Google Classroom where assignments and messages can be posted. Anything posted through a Google platform can be translated if/when needed.

**E. 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.**

Based on the learning model we have developed, students with disabilities and/or Individualized Education Plans (IEP) will continue to receive support services in accordance with their individualized education plans should remote learning become necessary. The expectations of services for students with disabilities are as follows:

- That all service providers (e.g., teachers, paraprofessionals, and 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.



- South Colonie Central School District's Department of Student Support Services (SSS) will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child(ren).
- To address the unique needs of students with disabilities, staff will continue the work with families to collaboratively identify the services for each student that can be provided.
- South Colonie will provide training, resources, and tools to support IEP teams in determining the needed services.
- General education, special education teachers, and related service providers will collaborate with families to discuss students' individual needs and access to the curriculum and progress toward IEP goals, as needed.
- General education and/or special education teachers will meet with students virtually using online platforms through synchronous (Google Meet) methods and asynchronous (Google Classroom) methods.
- Paraprofessionals will provide remote instructional assistance. They will maintain open communication with the teachers/administrators/students and families on assigned days, support students, and consistently provide support for assigned students via email when needed.
- All remote special education programs will continue to follow age and size requirements outlined by the New York State Education Department (NYSED).
- The district will continue to identify, locate, and evaluate students suspected of having a disability and needing special education services per state guidelines.
- The district will complete initial and re-evaluation assessments per public health guidelines to ensure mandated timelines are met.
- IEP meetings will be held using Google Meet or by telephone. The district will continue to meet the mandated timelines for IEP meetings and ensure mandated participants are in attendance at IEP meetings.
- SSS staff will continually contact parents via email, telephone, and mail to monitor special education services and progress toward a student's IEP goals.
- SSS staff will provide weekly check-ins to families and students, individualize access to online learning tools, and individualize materials to meet the needs of the students.
- Related services (speech, occupational therapy, physical therapy, and counseling) will be conducted remotely using Google Meet. However, assessment and considerations for each student must occur to determine the appropriateness for virtual/remote instruction. This would require a signed HIPAA Waiver.
- Documentation of IEP-mandated services will be noted by each individual service provider on a weekly basis with service and/or tracking logs for each student. Student progress will be noted in report cards and parents will receive quarterly progress reports from the teacher and related service provider.
- All accommodations and modifications will be implemented remotely by the classroom teacher and paraprofessional, if appropriate. The district will have access to accessibility tools to support the needs of students.

**F. 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.**

The South Colonie Central School District's Emergency Remote Instruction Plan, as referenced above, is built around a full day schedule of instruction for both the primary and secondary levels.

*Last updated: July 2023*