

Green Island Union Free School District

District Wide Safety Plan

2023-2024

Project Save

**(Safe Schools Against Violence in Education)
Commissioner's Regulation 155.17**

BOE Approval: August 7, 2023

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, including a pandemic plan and to facilitate the coordination of state, 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 building-level safety 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 school.

District Chief Emergency Officer

The Green Island School District has identified a specific school personnel as the district's chief emergency officer (CEO). The CEO is responsible for:

- Coordinating communication between school staff, law enforcement, and other first responders.
- Leading the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans.
- Ensuring staff understanding of the district-wide school safety plan.
- Ensuring completion and yearly update of building-level emergency response plan
- Assisting in the selection of security related technology and development of procedures for the use of such technology.
- Coordinating appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan.
- Ensuring the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807.

Section I: General Considerations and Planning Guidelines

Purpose

The Green Island 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 the 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 July 1st of each school year. District-wide school safety plans and building-level emergency response plans. District-wide school safety plans and building-level emergency response plans shall be designed to prevent or minimize the effects of violent incidents, declared state disaster emergency involving a communicable disease or local public health emergency declaration and other emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such incidents or emergencies.

Identification of School Teams

The Green Island School District has created a district-wide school Emergency Response team and building level Emergency Response teams led by the Safe School Coordinator. Both consist of, but are not limited to, representatives of the school board, students, teachers, staff, administrators, parent organizations, school safety personnel, law enforcement and other first responders.

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School Emergency Response Plan (ERP) is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. If Memorandum of Understandings (MOU) are created, a copy shall be maintained in Appendix D. Advanced planning should specify the type of communication and services provided by one agency to another.

Coordination of District and Building Emergency Response Plans and Teams

The district-wide school Emergency Response plan is directly linked to the individual building-level Emergency Response plan. The protocols reflected in the district-wide school Emergency Response plan guide the development and implementation of the building-level Emergency Response plan. In the event of an emergency or violent incident, the initial response to all emergencies at the school will be by the Safe School Coordinator and the building's safety team. Upon the activation of this team, the Superintendent, 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.

Plan Review and Public Comment

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was adopted by the school board on July 7, 2015. 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 this 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 July 1st 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 the Emergency Response building-level plan. A copy of the district-wide Emergency Response plan is

available at The Green Island School District's Office located at 171 Hudson Ave, Green Island, New York and online at the district's website (www.greenisland.org). While linked to the district wide school Emergency Response plan, building-level Emergency Response plan 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, Green Island Police Department and Albany County Sheriff's Department within 30 days of adoption.

Record of Distribution

Copies of the emergency response plan, including appendices and annexes are recommended to be distributed to your School Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the district superintendent and any other persons deemed appropriate by the School Safety Team.

Distribution of the ERP shall be recorded in the following table:

Agency	Date
Green Island Police Department	
Green Island Fire Department	
Green Island Village Office	
Albany County Emergency Management	

Plan Review and Updates

8 NYCRR Section 155.17 (b) requires the School Safety Team to review its ERP annually and update it by **July 1st** as needed.

Each update or change to the plan shall be recorded in the following table.

Revision/Update/Amendment	Name	Date
The revision of the document	The Green Island School District Emergency Response Plan-District Level	June 30, 2023
The adoption of the document	The Green Island School District Emergency Response Plan-District Level	

Section II: General Emergency Response Planning

Purpose

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 within the school. The Safe School Coordinator and the District Wide School Emergency Response team have identified many factors that could cause an emergency in our school and facility 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 is included in the confidential building-level safety plans.

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 and floor/site plans have been created for reference and awareness. 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 natural gas lines, fuel tanks and chemical storage. The detailed list and floor plans are included in the confidential building-level Emergency Response plan and are updated on an annual basis.

The Safe School Coordinator and the District Wide School Emergency Response Team in conjunction with the New York State Police, Albany County Sheriff's Department, Green Island Police Department, local fire departments and town officials have 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 and SARA Title III locations of hazardous materials. The detailed list is included in the confidential building-level safety plans and is updated on an annual basis.

Multi-Hazard Response Guidelines

Actions - Included in the building-level safety plan 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
- Hold in Place
- Lockdown/lockout
- Emergency school cancellations, closing, early dismissal and delays including after-school, evening activities and weekends

Emergencies

These include, but are not limited to the following Multi-hazard Response Guidelines:

- | | |
|---|--|
| <ul style="list-style-type: none">● Air Pollution● Epidemic● Mass Casualty● Anthrax/Biological Explosion● Medical Emergency● Aviation Crash● Fire Alarm Activation● Natural Gas Leak● Building Structural Failure● Flood● Radiological● Bomb Threat● HAZMAT on & off-site● School Bus Accident | <ul style="list-style-type: none">● Civil Disturbance● Heating System Failure● Severe Weather Emergency● Crimes Against People● Hostage Situation● Threats of Violence● Earthquake● Intruder Situation● Toxic Exposure● Electrical System Failure,● Loss of Building● Water Emergency● Energy Supply Loss. |
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Resources

The district has identified various resources that may be available for use during an emergency, including:

- The identification of personnel via Safe School Coordinator and the school building Emergency Response team
- Use of Incident Command System (ICS)
- A list of volunteer faculty/staff trained in first aid, CPR and AED use
- Building floor plans/maps with shut-offs and potential hazards noted
- American Red Cross sheltering agreements
- 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 ERP

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 and the Safe School Coordinator will identify the staff members and their backups assigned to provide assistance during emergencies.
- The school building has a Safe School Coordinator and a safety team that works under the Incident Command System.
- The team is documented in detail. This document is given only to the building-level safety team, district administration, the New York State Police, Green Island Police department and the Albany County Sheriff's Department.
 - The Emergency Response Team details are located in the confidential building-level safety plan.
 - The Emergency Response Team has been given an overview of the ICS and ICS training and specific ICS roles and responsibilities.

Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders. Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

School Incident Command System

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the Incident Command System (ICS). Safe School Coordinator and staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications.

Policies and Procedures for Training and Drills

The district has developed policies and procedures for National Incident Management System (NIMS) Compliant annual refresher school safety training for staff and school safety training and drills for students including scenarios based upon the Multi-Hazard Response Guides.

- Procedures have been established to provide this training on an annual basis to include but not limited to:
 - Early dismissal/go home drill, fire drills, lockdown drills and table top exercises.
 - The district will conduct drills and other training exercises to test components of the safety plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials.
 - The district administrators and building-level teams will participate in tabletop exercises with local responders.
 - School administrators and Safe School Coordinator will address any concerns or questions and share them either in written form or in faculty/staff meetings.
 - District administrators, Safe School Coordinator, and principal will meet to discuss any 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 the principal, administrator, and Safe School Coordinator in responding to future training, actual emergency responses and implied threat,

The district conducts drills and other training exercises to test components of the safety plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials. The district administrators and building-level teams participate in tabletop exercises with local responders. Schools that have multiple floor levels also prepare and practice a non-ambulatory emergency evacuation plan.

The district is aware of and has planned for how all school buildings will comply with mandated drill requirements, as described below:

- Eight evacuation drills and four lock-down drills each year, eight of the required drills must be completed by December 31 each school year.
- Four of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress.
- Drills will be conducted at different times of the school day.
- Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly.
- The school board will ensure that information about drills (a copy of Education Law Section 807) is provided to teaching staff.
- In addition to required lockdown and evacuation drills, at least one early dismissal drill will be conducted each school year. The early dismissal drill must be no more than 15 minutes before the normal dismissal time. Procedures must include:
 - Notifying parents and guardians at least one week prior to the drill.
 - Testing the usefulness of the communications and transportation system during emergencies
- The following additional drill requirements apply for summer school and after school programs, events, or performances:
 - At least two additional drills must be held during summer school in buildings where summer school is conducted. One of the drills must be held during the first week of summer school.
 - For after-school programs, events or performances conducted within a school building and those that include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the afterschool program, event or performance to notify attendees of the procedures to be followed in an emergency

Section III: Responding to Threats and Acts of Violence

Policies and Procedures

School will activate Safe School Coordinator and the building-level Emergency Response team and will refer to their building-level Emergency Response plan and the Multi-Hazard Response Guide. 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 safety plan:

- Contact the appropriate law enforcement agency, if necessary.
- Inform the building principal and Superintendent.
- Informing the building principal of implied or direct threats.
- School Social Worker and/or School Nurse would be immediately notified to do a risk assessment.
- 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.

Code of Conduct

The School district has created a detailed Code of Conduct to describe the expected behavior of students, staff, and visitors in the building and the disciplinary actions resulting from violations of the Code. The Code of Conduct, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code of Conduct will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members.

The 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 and 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.

Response Protocols

These are identified in the district-wide school Emergency Response plan, along with definitions of ICS 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, Safe School Coordinator and the 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 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.

Designation Authority/ Chain of Command

- Superintendent of Schools
- Assistant Superintendent
- Principal

Incident Command System

Description of Committee Responsibilities

Incident Commander

- Assume Command
- Stabilize Scene
- Establish an Appropriate Command Post

Operations Committee

- Coordinate Security Efforts
- Conduct Damage Assessment
- Establish Triage Area and Administer First Aid
- Coordinate Student Release-Unification

Planning/Intelligence Committee

- Manage unfolding events, inform and coordinate
- Obtain and distribute individual plans for resources
- Facilitate information between agencies

Logistics Committee

- Communicate as per Incident Commander
- Secure and Distribute Necessary Supplies
- Coordinate Available Staff and Resources
- Securing and Assigning Facilities

Finance/Administration Committee

- Record keeping
- Finance Clearance and Ordering of Resources to be delivered to Logistics

Alternate Commander

- Keep Parent Up to Date on Situation
- Share Procedures for Accessing Children

Communication

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 Green Island School District, the following communication methods will be taken:

- For small-scale incidents, schools may activate their Safe School Coordinator, the Building Emergency Response Team, and the Crisis Intervention Team and will refer to their crisis intervention plan. 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 district website, School Messenger System. Meetings may be scheduled in a timely manner for further discussion if necessary.

- For any major incident, the building-level Emergency Response team will be activated. The district will be working with the media (TV, radio, newspaper), website, social media and the School Messenger 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.

Types of Communications

Communication between School and Emergency Responders

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform [and/or other means] described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

External Communications

School officials must communicate with the school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

Before an incident occurs, the school will:

- Inform parents on how to access alerts and incident information.
- Inform parents that the school has developed an ERP, its purpose and its objectives. Detailed response tactics should not be shared if they will impede the safe response to an incident.
- Information will be included on the school district's website, a letter sent home to all parents/guardians and through a presentation delivered at a PTO meeting.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, the school will:

- Disseminate information (via text messages, e-mail, radio announcements, and School Messenger System) to inform parents about what is known to have happened.
- Implement a plan to manage phone calls and parents who arrive at the school.
- Describe how the school and school district are handling the situation.
- Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule and attend an open question- and-answer meeting for parents/guardians as soon as possible.

Communication with the Media

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the Public Information Officer (PIO) and/or participate in a joint information effort to:

Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.

- Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
- Low Impact events can be handled at the School District Central Office or similar type facility as the number of media outlets and duration of media coverage can be expected to be low.
- High Impact events can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. DO NOT use government facilities (fire stations, etc.) as this will interfere with government administration and operations

- Provide regular updates to the media and school community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

Section IV: Communication with Other Agencies

The district-wide school Emergency Response plan provides the framework for the building-level safety plan with regard to communication with other agencies. The Green Island School District is fortunate to have substantial ties to the Village of Green Island. In case of an emergency within 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 safety plans and the Capital Region BOCES Emergency Communications Network Flowchart. The following examples are the types of arrangement:

- Principal (building-level IC or backup IC) or Superintendent (district wide IC or backup IC) in an emergency would contact the town 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.

Arrangements for obtaining advice and assistance from local government officials including town officials responsible for implementation of Article 2-B of the Executive Law will be carried out through the protocols established in the 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 Albany 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: Green Island Police Department, Albany County Department of Health, American Red Cross, New York State Police, Albany County Sheriff's Office, Albany County Department of Mental Health 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 supervisor, and/or public safety).

The details are considered confidential, due to the school specific information and administrator home phone numbers, and are located in the confidential building-level safety 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, volunteer screening, and employee badges. The district also employs a Student Safety Monitor that is routinely present on campus. Video surveillance and security intrusion systems are also used to improve security.

Implementation of School Security

A variety of security measures are in place in the Green Island School District, as follows:

1. All employees are required to wear photo ID badges at all times while on the job. Photo ID must be visible at all times.
2. All employees, visitors, substitute teachers, etc., who enter a school building are required to register and sign in and out at the main security desk of the building and obtain a visitor badge to wear until leaving the premises. For visitors, their name is run through the Raptor Technologies System.
3. Video surveillance cameras are in place at main entrances to school buildings and throughout each building. The video is recorded, in the event that an incident occurs, and can be reviewed if necessary.
4. An alarm system with motion detectors is in place in all school buildings and throughout each building. When the system is armed, if there is unauthorized entry to a building, a 24 hr. security company is notified automatically by the alarm, and district security or administrative personnel are contacted immediately for follow-up. The local police department is also contacted at the same time and a police unit is dispatched.
5. A fob system is in place on district buildings to monitor regular and after-hours access by non-key holders. The system records the ID of the fob assigned to that employee.
6. During regular school hours, limit access into the building to one door at the main entrance, with all other remaining doors locked.
7. The district has fully implemented employee fingerprinting, a process required by SAVE legislation as of July 1, 2001, which is a valuable security-screening tool.
8. Adult chaperones selected from district staff members are utilized for security purposes at virtually all school district functions, including athletic contests, dances, etc. District administrators supplement the security work of the chaperones at these functions, too. Buildings & Grounds personnel also play an important role in building security by maintaining an awareness of who is in the building after hours and making sure the building is secured and alarmed at the appropriate time.
9. Signage directing visitors, employees, etc., in proper conduct, direction, safety, emergency access, etc., is very visible on district grounds, both outside and inside of district buildings. The signs in place are an important component of the overall safety and security system for the district.

Security Policies

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

- Suspected Child Abuse in a Domestic Setting, annual training of all staff
- Code of Conduct
- School District Officer & Employee Code of Ethics
- Drug-Free Workplace
- Drug-Free Workplace Act
- Emergency Closings
- Recruiting and Hiring (covers fingerprinting of prospective school employees)
- School Building Safety
- School Safety Plans and Teams
- Child Abuse in an Educational Setting
- Violent or Disruptive Incident reporting
- Anti-Harassment in the School District
- Homeless Coordinator
- DASA, annual training of all staff

Identification of Warning Signs

The Green Island 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 and psychologists/behavioral specialists 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

- Collaborative efforts with state and local law enforcement officials.
- Training of hall monitors and other security personnel.
- Compliance with DASA regulations.
- Non-violent conflict resolution training/professional development
- Referral to community programs

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):

High School (Grades 9-12):

- Assemblies
- Restorative Justice
- Counseling Center – All students are assigned a school counselor who works with the students and parents. Three goals will be addressed: academic, career, and social and emotional.
 - Counselors may 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.
- MTSS Team – Possible Members (Coordinator of Support Services, Social Worker, School Counselors, Speech and Language Therapist, Occupational Therapist, Physical Therapist, Special Education, Academic Interventionists, and Classroom Teacher/Teaching Assistant) meet to discuss students who are referred by members of the committee or teachers. Specific interventions are developed and staff are assigned to monitor progress.
- 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 Principal to discuss the behavior and its consequences.
- Sports/Extracurricular Activities – There are extensive opportunities for students to become involved in productive, fun activities before and after school.
- Student Council– Organized to promote pride and service to school and community.

Middle School (Grades 7-8):

- Middle School Club
- Assemblies
- Restorative Justice
- Counseling Center – All students are assigned a school counselor who works with the students and parents. Three goals will be addressed: academic, career, and social and emotional.
 - Counselors may 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.
- MTSS Team – Possible Members (Coordinator of Support Services, Social Worker, School Counselors, Speech and Language Therapist, Occupational Therapist, Physical Therapist, Special Education, Academic Interventionists, and Classroom Teacher/Teaching Assistant) meet to discuss students who are referred by members of the committee or teachers. Specific interventions are developed and staff are assigned to monitor progress.

- Sports/Extracurricular Activities – There are extensive opportunities for students to become involved in productive, fun activities before and after school.
- Student Council– Organized to promote pride and service to school and community.
- 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 Principal to discuss the behavior and its consequences.

Elementary Schools (K-6):

- Second Step
- Assemblies
- Restorative Justice
- Farewell Friday Character/Bullying Assemblies.
- Counseling Center – All students are assigned a school counselor who works with the students and parents. Three goals will be addressed: academic, career, and social and emotional. Counselors may 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.
- MTSS Team –Possible Members (Coordinator of Support Services, Social Worker, School Counselors, Speech and Language Therapist, Occupational Therapist, Physical Therapist, Special Education, Academic Interventionists, and Classroom Teacher/Teaching Assistant) meet 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 Council– Organized to promote pride and service to school and community.
- 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 Principal to discuss the behavior and its consequences.

Prevention and Intervention Training

The district has developed descriptions of job duties, the hiring process and the screening process. As required by the SAVE legislation, all employees are fingerprinted and have a criminal background check via the NYS Education Department.

The Guidance Plan K-12

A detailed document of district programs for students, compiled by the Student Assistance Counselors, Guidance Counselors, School Psychologist, and School Social Workers. The plan covers a broad range of topics, including several programs specifically addressing risk reduction/prevention and intervention components and strategies.

Examples of these programs are:

- Peer Mediation
- Crisis Intervention
- Study Circles
- Restorative Justice
- MTSS Team
- School Social Worker and School Counselors

Section VI: Recovery

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 building-level Emergency Response Team or Crisis Team is faced with threats of violence or actual violent incidents, these two teams will assist as follows:

- Acting as a sounding board for the principal of implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate responses.
- Monitoring the situation and adjusting the District's response as appropriate.
- Assisting with parent/legal guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security.

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 or Crisis Team is faced with threats of violence or actual violent incidents, these two teams will assist as follows:

- The team may involve the school counselor, school social worker, school nurse, school psychologist or District office administrative staff as needed.
- If necessary, additional Albany County or Green Island resources can be called upon.
- 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.
- Assisting with parent/legal guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention.
- If needed, assisting in contacting additional outside mental health resources. 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.

SRO Job Duties/Purpose of Position

School Safety Personnel Duties

The Green Island School District has thorough screening measures in place for its safety personnel. The requirements for district hall monitors are outlined in the job description and job posting. In addition, all monitors hired after July 1, 2001, are subject to fingerprinting under the new SAVE requirements. This fingerprint screening includes a criminal background check.

The district relies on screening measures of the Albany County Sheriffs for the School Resource Officer who came to work at the district from the ACSO. The SRO is a fully trained professional police officer and has complete security clearance prior to working at the district. The district has a memorandum of understanding (MOU) in place that defines the areas of responsibility of school personnel, security personnel and the SRO officer in response to student misconduct that violates the code of conduct. This MOU clearly delegates the role of school discipline to the school administration.

SRO JOB DUTIES

1. Consult with and coordinate activities as requested by a school administrator;
2. Abide by School Board policies to the extent that such compliance does not interfere with or impede the SRO in the performance of his or her duties as a law enforcement officer;
3. The SRO shall develop an expertise in presenting various subjects; including Federal and State mandates in drug abuse prevention education and shall provide these presentations at the request of school personnel in accordance with the established curriculum;
4. Encourage group discussions about law enforcement with students, faculty and parents;
5. The SRO will have the same authority as any other GIUFSD staff member in the enforcement of disciplinary infractions that do not constitute violations of law;
6. The SRO can not determine consequences for any student, nor will the SRO replace teacher Tier I behavior interventions in a classroom;
7. Attend meetings with parents and faculty groups to solicit their support and understanding of the SRO school program and to promote awareness of law enforcement functions. This may include local district athletic events;
8. To confer with the Superintendent of the school to which the SRO is assigned to develop plans and strategies to prevent and/or minimize dangerous situations on or near campus or involving students at school related activities;
9. Perform such duties as described herein as requested by the Superintendent. However, such duties shall not include things normally assigned to school personnel such as lunchroom or hall duty. Nothing herein shall preclude the SRO from being available in areas where interaction with students is expected;
10. The SRO shall familiarize himself/herself with and shall abide by School District policy and applicable law concerning interviews with students should it become necessary to conduct formal law enforcement interviews with students or staff on school property or at school functions under the jurisdiction of the School District insofar as same shall be in harmony with standard police practices and standing general orders;
11. Initiate law enforcement action as necessary and notify the Superintendent as soon as possible, and, whenever practicable advise the Superintendent before requesting additional law enforcement assistance on campus and undertake all additional law enforcement responsibilities as required by standard police practices and standing general orders;
12. The SRO shall act as a liaison for other law enforcement officers in matters regarding School District policies while on school grounds;
13. The SRO shall affirm the role of law enforcement officer by wearing the Village Police uniform, unless doing so would be inappropriate for scheduled school activities. The uniform shall be worn at events where it will enhance the image of the SRO and his/her ability to perform his/her duties;
14. The SRO in pursuing the performance of his/her duties shall coordinate and communicate with the Superintendent.

GIUFSD Emergency Remote Instruction Plan

As we head into a new school year, we may have weather conditions that require the Green Island School District to close for the day. This year, if school is closed due to inclement weather, remote learning will be conducted on that day.

- Students in K-12 will be expected to log on and participate in their classes from home.
- Students in Pre-K should participate in the remote learning experiences outlined by their program.

Our ability to teach and learn remotely across the system allows us to continue working with our students even when school buildings are closed. As in previous years, you will be notified when school is closed due to inclement weather. Please do not hesitate to contact the principal if you have any questions.

To help families prepare, this explains how to access remote learning tools and platforms and how to ensure you receive the latest information regarding closures and other important news from school.

The GIUFSD has developed the following Emergency Remote Instruction Plan to address the instruction of students in the event that circumstances prevent our students and staff from coming into the building for instruction. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan.

Background Information

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

NYSED previously authorized a "snow day pilot" program during the 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency. In the 2020-2021 school year, 126 districts reported utilizing this program.. Districts that would otherwise close due to an emergency may provide remote instruction and count these instructional days towards the minimum requirements. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below.

In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's emergency remote instruction plan described below. Additionally, the Department proposes to amend section 155.17 of the Commissioner's regulations to require that public schools, boards of cooperative educational services (BOCES) and county vocational education and extension boards amend their district-wide school safety plans to include plans for remote instruction beginning with the 2023-2024 school year.

Such plans must include the methods by which public schools, BOCES, and county vocational education and extension boards will ensure the availability of devices, internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities. Additionally, such plans require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

Remote Instruction Learning Plan

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

The Green Island School District has developed a full-time remote learning plan for K-12th grade. Each remote instructional platform adheres to the requirements for a full day of school and addresses each of the necessary New York Standards in all subject matters. All instruction, for students in grades K-12, will be in synchronous learning (students engage in learning in the direct presence remote or in-person of a teacher in real time) In grade K-6, the number of hours of instruction provided to all students is a minimum of 2 hours. In grade 7-12, all students will follow the bell schedule. Green Island School District is a Google Suite district and uses Google Meet, Classroom, and JamBoard for delivering remote lessons and virtual learning.

Attendance Plan

The Green Island School District will adhere to its attendance policy for in-person instruction and monitor classroom participation through the remote learning platform. Attendance will be recorded daily. School counselors, classroom teachers, and school administrators will monitor attendance and connection to ensure all students are accessing materials, support services, and instruction. The impact of attendance will be reviewed and discussed with the family and student if concerns arise. School staff, counselors, classroom teachers and administrators will communicate with families when a student is not participating in online instruction and/or submitting assignments. Teachers will record attendance each day and monitor student participation in their remote learning classrooms and sessions.

Communication and Engagement

To help inform our Emergency Remote Instruction Plan, the district completed an annual Student Digital Resources data collection report to better understand the level of access students have to devices (e.g., laptop, Chromebook, cell phone) and the Internet. The purpose of this 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 through our Digital Equity survey. Students and families may update their access information at any time by contacting the student's school. It is our goal that this plan is aligned with the information provided by families in the Student Digital Resources data collection.

The district has also developed a plan for communicating all necessary information should a school or schools need to close. The district will use 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 (e.g., computers, hot spots, etc.) are being disseminated to students and families who need them. This Information will be

available through several modalities, such as Parent Square, Weekly Newsletter, social media and in multiple languages. The district will provide students and their families with multiple ways to contact schools and teachers during remote learning, including email, online platform, and letters will be sent home.

To ensure high-quality remote learning experiences, the district has standardized the use of Parent Square as our single online learning platform and developed a common, coordinated set of guidelines for teachers to follow when using the platform with students.

Device, Internet and Platform Access

The Green Island School District ensures that all students have equitable access and opportunities for instruction, digital technology, and support. To participate in remote learning, students will need access to the Green Island School District issued ChromeBook or iPad that can connect to the internet.

To support remote learning, the district will make computer devices available to all students and families who need them. All students will be provided 1:1 devices. Distributions of devices will be provided for all students at the beginning of the school year. If the caregiver identifies they do not have substantial access to wifi, a hotspot will be provided. To the extent possible, the district will also support students and families with accessing the Internet at home. Where that is not possible, the district will work with community partners to secure Wi-Fi access points for students and families so that they may participate in remote learning.

Based on caregiver and teacher recommendations, there will be students in our community for whom remote learning through digital technology is not appropriate or possible. For these students, the district will assess each student's individual needs and whether in-person learning is an option. Other methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home.

The district will also take steps to ensure that school staff members have the necessary tools, i.e., computing devices and Internet access, to deliver emergency remote instruction from their place of residence.

Teaching and Learning

The GIUFSD has developed an emergency remote instruction plan that would support all students. When a remote learning model is necessary, certain groups of students will 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, special education students, 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 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.

Instruction will focus on "core" subject areas; however, 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 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 on a regular basis. 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).

Based on the learning model we have developed, students in grades 7-12 will be expected to receive 100% of their instructional day synchronously (follow their period schedule). Students in PreK-6th grade students will receive 75% of their instructional day engaged in synchronous instruction and 25% asynchronous. All teachers are expected to dispense synchronous instruction with the use of Google Enterprise/Classroom Meet

The district recognizes that there will be students for whom remote instruction via digital technology is not appropriate. In an emergency, as the district is assessing which students need devices or access to the Internet, the district will also assess which students may require 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. Other instructional methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home. This decision will be based on Caregiver and teacher recommendation.

Support Services

Based on the learning model we have developed, we are required to implement support, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction should remote learning become necessary (CSE and CPSE). 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. Service providers will maintain confidentiality of students with disabilities, if the event arises that virtual instruction is needed more than a temporary basis a requested review of the CSE will convene to ensure FAPE is met given the instructional environment has changed.

Case Managers/Special education teachers who provide Direct and/or Indirect services will communicate with their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day. When a general education teacher is working with students synchronously, the special education teacher will participate in the lesson.

Special education teachers who teach resource room, self-contained special classes (8:1:1, and 15:1) should follow the same guidance and expectations as classroom teachers in regard to pedagogy, content, class meetings, and flexibility.

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

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

Documentation Requirements: Special education personnel are expected to document all support and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related

service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day. All documentation will be shared with the Director of Special Education and CSE Chair.

Funding Requirements

Based on the district's emergency remote instruction plan, the number of instructional hours the district would claim for state aid purposes for each day spent in remote instruction due to emergency conditions will be a full day, consisting of 6 hours and 45 minutes.

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

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

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

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