

**SPACKENKILL UNION FREE  
SCHOOL DISTRICT**

**DISTRICT-WIDE  
SCHOOL SAFETY PLAN  
Edited for website**

**November 2023**

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# **DISTRICT-WIDE SCHOOL SAFETY PLAN**

Commissioner's Regulation 155.17

## **Introduction**

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The Board of Education recognizes the importance of the participation of district staff and parents in promoting a safe, secure and healthy school environment. In accordance with the Commissioner's regulations, the Board appointed a Health and Safety Committee composed of representation from district officials, staff, bargaining units and parents. The district utilized the input from the safety committee as well as representatives of the insurance company and legal counsel to develop the plan. A review of our safety initiatives over the past several years, consultation with the police and fire departments, and a crisis preparedness drill were used as part of our needs assessment.

The Spackenkill School District supports the SAVE Legislation, and is engaged in a planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

## SECTION 1: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

### Purpose

The Spackenkill District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Spackenkill School District Board of Education, the Superintendent of Spackenkill School District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

### Identification of School Teams

The Spackenkill School District has appointed a District-wide School Safety Team consisting of, but not limited to, representatives of the School board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel. The members of the team and their positions or affiliations are as follows:

Daniel Koehler	Board of Education
Richard Horvath	Board of Education
Paul Fanuele	Superintendent of Schools
Valerie Murphy	School Business Administrator
Steve Doughty	School Resource Officer
Steve Malkischer	High School Principal
Daniel Doherty	Middle School Principal
Erik Lynch	Elementary School Principal
Clinton DeSouza	Elementary School Principal
John Farrell	Asst. Supt. of K-6 Curriculum/Inst. & HR
Lori Mulford	Asst. Supt. of Pupil Personnel Services
Marco Lanzoni	Athletic Director
Cathy Robinson	STA Representative
Anthony D'Amato	Facilities & Operations
Doreen Wright	Director of Transportation
Lisa French	School Lunch Manager
Elizabeth Giancaspro	School Nurse Coordinator
Kate Casucci	School Psychologist
Mary Camburn	School Guidance Counselor
Colin Burgess	Support Staff Representative
Brett Hasbrouck	Director of Technology
Matt Thompson	Parent
John Lauffer	Utica National Insurance
Tim Tarpey	Marshall & Sterling Insurance
Robert Giammatteo	Marshall & Sterling Insurance
Captain George Finn	Arlington Fire Department
Brian Powers	Parent

## **Concept of Operations**

The District-wide School Safety Committee includes representatives from the building level Emergency Response Team. In addition, the School Resource Officer sits on each building level team. This allows for coordination among all of the safety plans.

Safety plans were developed in consultation with team members. The development of these plans also utilized elements of the District's Disaster Preparedness Plan, currently in use, which involved the expertise of the Dutchess County BOCES officials and Dutchess County Emergency Management office.

The initial response team to an emergency situation will be at the building level. Notification requirements to the Superintendent of Schools or his/her designee and local officials are also a part of the established procedure. This notification can take place by telephone, email, fax, district-wide radios or messenger. Efforts may be supplemented by county and state resources if deemed necessary.

## **Plan Review and Public Comment**

This plan will be reviewed periodically each year and will be maintained by the District-wide School Safety Team. The required annual review will be completed on or before September 15th of each year after its initial adoption by the Board of Education. A copy of the plan will be available at the Spackenkill District Office, 15 Croft Road, Poughkeepsie, New York 12603 and, as of August 18, 2021, posted on the district website.

Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provided for the participation of school personnel, students and other interested parties. The plan must be formally adopted by the Board of Education.

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 Education Law Section 2801-a.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.

## **SECTION II: RISK REDUCTION - PREVENTION AND INTERVENTION**

Risk Reduction/Prevention and Intervention is comprised of activities that are taken prior to an emergency or disaster to eliminate the possibility of the occurrence, or reduce the impact of such emergency should it occur.

### **Prevention / Intervention Strategies**

#### **Program Initiatives**

Spackenkill has taken a multi-prong approach to the various safety issues with a strong emphasis on prevention. Along with utilizing the expertise of our social workers, psychologists, guidance personnel and other pupil personnel staff, the district offers the following programs and activities for improving communication among students and between students and staff, and reported potentially violent incidents.

Skills training is offered in social interaction, problem solving, coping, communication, resisting peer influence, understanding values, respect for individual differences, countering bias, anger management, conflict resolution, and peer mediation. Instruction and skills training can be effectively combined using interactive learning strategies found in the following program offerings.

- Collaborative agreement with the Town of Poughkeepsie Police Department to provide the high school with a trained School Resource Officer (SRO)
- Conflict resolution
  - 1 Peer Mediation
  - 2 Youth Against Racism
  - 3 Character Education K-12
  - 4 Life Skills Curriculum
  - 5 Banana Splits (Elementary Level)
  - 6 Leadership Training (High School Level)
  - 7 Pupil Personnel Staff
  - 8 SADD - Students Against Destructive Decisions
  - 9 GSA – Gay Straight Alliance
  - 10 DASA Coordinators – Dignity for All Students Act

#### **Training, Drills and Exercises**

It is the policy of the Board of Education that the Superintendent provide for annual school safety training for students and staff. At a minimum, a school day, or portion thereof, shall be designated for this purpose. During the opening weeks of school, or by September 15, there will be program and class time devoted to the following:

- Student Handbook
- Code of Conduct
- Emergency Procedures
- Evacuation Procedures
  - Reporting Procedures for Students and Staff
  - Workplace Safety Training

- Staff Handbook
- Tornado Drill
- Early Go-Home

The students and staff of the Spackenkill Union Free School District are required to participate in the following drills each year:

- Fire Drills (12 per year, 8 prior to December 12). Four such fire drills will be conducted by use of a secondary egress.
- Lock Down/Intruder Drill
- Early Go Home Drill
- Weather Related (i.e.Tornado) Drill
- Sheltering Drill
- Bus Evacuation Drill (3 per year – 2 rear bus evacuation, 1 front evacuation)

The specific procedure for each drill is detailed in the building safety manuals.

Administration and various staff also participate in the following:

- Crisis Preparedness
- Coordinated drill with local emergency responders when feasible
- Table Top drills will be used to simulate various hazard emergencies
- AED Response Team Drills (Hold In Place)

Evaluation of all drills should be done after each drill. Times for the evacuation of the facility, etc. will be recorded to ascertain if the drills are running in a timely manner. Administrative staff and other observers are placed to evaluate the student and staff participation so that recommendations for improvement can be made.

Exercises have been conducted involving limited role players and a response from local emergency services. The ultimate goal of these exercises is to provide a realistic training scenario that will furnish a productive learning environment for the safety committee and school staff without overwhelming said members or creating chaos within the school.

Objectives:

1. Test the response actions of the Spackenkill School faculty and staff in identifying and properly challenging unauthorized persons within the school building.
2. Test the Lockdown procedures as written in the school safety plan for:
  - a. An intruder within the school (but not limited to inside issues)
  - b. A medical emergency
3. Measure the ability of the school safety team to perform the following actions:
  - a. To utilize the Incident Command System and properly delegate tasks and duties.



- b. To assess the notification process for appropriate emergency response agencies.
  - c. To respond efficiently and provide appropriate care to an unconscious, unresponsive person, or an assaulted person who has slipped into unconsciousness.
  - d. Have personnel in place to meet emergency responders and allow them access to the situation without delay.
4. To identify areas for improvement in the procedures previously mentioned and to establish any need for changes in the Spackenkill Safety Plan.

Another training and exercise component is the continuance of our practice to strive for new strategies in improving communication among administration, staff and students within the district. With the enactment of this new SAVE legislation, it's noteworthy that the district has a good foundation on which to build and improve its communication efforts. Furthering our efforts for improved communication, the district implemented an automated phone call system. This is an automated communication system that calls, emails or texts, per individual preferences, our families and staff within a matter of minutes, relaying information relative to emergency situations or school closings.

Additionally Spackenkill benefit's from:

- Meetings between administrators/SRO and entire student body (via English or Social Studies classes) at least twice a year (more often as necessary) regarding expectations with regard to safety and violence.
- Yearly training of peer mediators and ongoing refreshment of skills for those already trained.
- Staff development with respect to diversity and sensitivity.
- Obtaining grants and local assistance which allows ongoing guest speakers and collaborative work between adults and students with regard to respect and communication.
- Extracurricular programs which target conflict resolution (i.e. Youth Against Racism).
- A referral system for students and staff.

Part of Spackenkill's efforts to keep the buildings safe and secure is through the utilization of its staff. Key personnel to this task are the monitors (if appropriate) and the school resource officer. As with other school employees, they undergo a hiring process which includes background checks, fingerprinting and personal interview by the building administrator. The monitors (if appropriate) also undergo orientation and training by the School Resource Office to adequately prepare them for their responsibilities. Additional workshops have been developed to keep the monitors (if appropriate) and other staff current with safety developments and practices. The following lists details the roles and responsibilities of the Monitors and School Resource Officer.

### **Monitors Roles and Responsibilities (if applicable)**

- Responsible for signing everyone in who enters through the main entrance
- Responsible for checking the identity of all visitors
- Responsible for roaming the halls; checking for open exits (other than the main entry) that may be open; checking bathrooms and other unsupervised areas; and checking passes which students carry during regularly scheduled class time.
- Notify administrator(s) and School Resource Office (SRO) of any breach of building safety (i.e. unlocked doors/exits).
- Assist with any area of need, support or coverage when necessary.
- Monitors must receive training provided by administrators and SRO on the following topics:
  - 1 Distribution of ID tags for staff and students as well as sign in procedures for visitors.
  - 2 How to ask destination and/or location of visit questions.
  - 3 How to clear hallways and ask for passes from students in the halls during class time.
  - 4 Proper procedures for checking exits and bathrooms.
  - 5 Lockdown procedures for the school.
  - 6 SAVE training.
  - 7 Instruction on which situations would warrant assistance from the administrator and/or SRO.

### **School Resource Officer Role and Responsibilities**

- Work closely with the school principal(s), meeting at least on a weekly basis.
- Provide a program of educational leadership to the students, parents and faculty addressing tobacco, alcohol, other drug issues, gang activity, violence diffusion, violence prevention, crime prevention, and safety issues in the school community.
- Act as a communication liaison with law enforcement agencies, provide basic information concerning students on campuses served by the officer.
- Gather information regarding potential problems such as criminal activity, gang activity, student unrest, and identify particular individuals who may be a disruptive influence to the school and/or students.
- Take steps appropriate and consistent with law enforcement officer's duty
- when a crime occurs.
- Refer students and their families to the appropriate agencies for assistance when a need is determined.
- Refrain from functioning as a school disciplinarian.
- Attend meetings of parent groups and faculty-wide in-service sessions.
- Be available for conferences with students, parents and faculty members to assist with problems related to law enforcement and crime prevention.
- Confer with the school administration to develop strategies to prevent or minimize dangerous situations on or near the campus.
- Promote citizen awareness of law enforcement efforts on campus to ensure the peaceful operation of school related programs and build support with students.

- Whenever possible attend school functions or extracurricular school events.
- File police reports as required by local agency.
- Abide by school board policies and consult with and coordinate activities through the school principal.
- Remain fully responsive to the chain of command of the law enforcement agency in all matters related to employment.
- SRO's are not to be assigned duties regularly assigned to school personnel such as lunchroom or hall duty. Nothing should preclude an SRO from being available in areas where interaction with students is expected.
- When conducting formal police interviews on a school campus with a student, police personnel shall abide by school board policy concerning such interviews.
- SRO attends workshops and training sessions which are state and nationally accredited.

### **Implementation of School Security**

It is the policy of the Board of Education that school buildings in the district be maintained and operated in a manner that promotes a safe, clean and healthy environment in which students can learn. The district shall employ measures to ensure, to the degree practicable, a safe and secure environment. The district shall employ measures, which include but are not limited to, electronic security, physical building security checks and the expertise of a school resource officer.

#### **The following procedures shall be used in addressing school security:**

- Doors to all school buildings shall remain locked throughout the day
- The schools will use one or more of the following: a school greeter, monitors (if applicable), office staff with visual contact of the front doors, and the School Resource Office to promote safety.
- Use of appropriate technological security systems
- Use of district-wide 2 way radio system
- Services of off-duty police officers for both building and grounds as well as event security as warranted
- On-duty police walk-through during the day and evening drive-by
- Procedures for lock downs, evacuations and other procedures that promote a secure environment
- Security camera with remote door release at each building

**THIS PAGE CONTAINS CONFIDENTIAL INFORMATION**

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### **SECTION III: RESPONSE**

#### **Notification and Activation (Internal and External Communications)**

It is the policy of the Board of Education that, in the event of a serious violent incident in one of the district schools, that the Superintendent shall determine when and how appropriate notification should be made to school personnel and parents/legal guardians. The building principal or his/her designee shall report the incident to the Superintendent as soon practical. A staff meeting will be held within a reasonable time to inform faculty and staff of the incident. The district will be mindful of the rights of all individuals involved in the incident. The building principal in consultation with the Superintendent will determine the method of communication to be used or whether, due to the nature of the incident, no further communication is needed.

Depending on the emergency, the Superintendent of Schools or his/her designee, building principal, Director of Facilities, or appropriate emergency services official will be the decision maker at a given incident. Information of severe weather, which can be foretold, will be received in the district office via the weather radio. It will be the duty of the building principal or his/her designee to notify staff and students when it is necessary to respond to either internal or external situations. High frequency hand held radios, telephones and/or the intercom system can be used for notification purposes.

In the event of any emergency and subsequent alternate site evacuation community notification is of prime importance, especially if a situation lasted for any extended period of time. It would be safer and convenient for all if there were less children to contain at the alternate site. Therefore, we are encouraging parents to come pick up their children. Parental assistance with maintenance of the children at the alternate site may also be desirable.

A. Parent Notification via:

a. **Radio announcements.**

The Superintendent, or his/her designee, will notify the previously established radio stations (as detailed under school cancellation) with announcements regarding early dismissal, cancellation of activities, or any other appropriate information as necessary.

b. **Television announcements.**

The Superintendent, or his/her designee, will notify the previously established television station(s) (as detailed under school cancellation) with announcements regarding early dismissal, cancellation of activities, or any other appropriate information as necessary.

c. **School Messenger Emergency Communication System.**

In the spring of 2005, the district implemented an automated communication system that calls and emails, per individual preferences, the homes of our students and staff within a matter of minutes, relaying information relative to emergency situations or school closings as quickly as possible.

- B. Emergency Cards:
- a. Should include address where child may be placed in the unlikely event of a “go home” procedure.
  - b. Duplicate sets of emergency cards: (held at each school for the other schools)
    - 1) Office Set - May be packaged and carried out during emergency.
    - 2) And/or a set for each teacher that must be brought out at every fire evacuation

## **Situational Responses**

### **Multi-Hazard Response**

An emergency caused by an action of a student, teacher, staff member, or visitor which requires an appropriate response by school officials. Guidelines are listed in the building emergency response plan for the following:

- Bomb Threat
- Hostage
- Intruder
- Kidnapped Person
- Fire & Explosion
- Hazardous Material
- Systems Failure
- Medical Emergency/AED

The guiding principals for emergency planning are for the protection of life first, then the preservation of property, including restoration to normal activities. Additionally, the primary goal is always to provide appropriate emergency care until competent medical or parental care is secured.

In each case, the guiding principles for emergency planning are:

- Holding action to contain the situation;
- Keeping children away from the situation;
- Notification of building and central administration;
- Getting word to the proper authorities;
- Restoring normal activity.

If it becomes necessary for school officials to respond to civil disturbances, they may employ one of the following responses:

### **Evacuation and Sheltering**

Upon receipt of an order to evacuate, school officials should take all necessary measures to prepare students for an evacuation. Students and staff will be evacuated to a predetermined safe location(s). Students should be permitted to leave the reunification area if accompanied by a parent or legal guardian presenting proper identification. It will be necessary for the student(s) to be signed out by the parent/legal guardian presenting proper identification, the same form of documentation as if school



were in session. Arrangements have been made for sheltering students outside of their building with local agencies in close proximity to the school building.

Because the characteristics of each school population vary considerably, the emergency guidelines are of necessity broad. It is the responsibility of school officials to develop specific plans to meet the safety needs of students for whom they responsible. These will be located in the Building Emergency Response Plan. The administration will determine the safest location to house the school population in each situation.

### **Go-Home Plan**

In many emergency situations, school officials are to implement their Go-Home Plans. Schools already have plans for dismissing students early in the event of snowstorms, heating plant failure, etc. School officials should check those plans to assure that they are up to date. In an early dismissal situation, every effort is made to allow one (1) hour for parent notification.

### **School Cancellation**

In the event of an emergency situation occurring before the start of the school day, the Superintendent of Schools will immediately announce his/her decision to cancel school by contacting the local radio stations. These stations, as announced at the beginning of each school year, are:

- WKIP Radio 1450 AM
- WRNQ Q92 Radio 92.1 FM
- WPKF/WFKP KISS FM Radio 96.1
- WRWD Radio 107.3 FM
- WHUD Radio 100.7 FM

Internet Connections:  
Cancellations.com

Phone Calls:

- The Superintendent will also direct notification of cancellation, or early dismissal, due to weather or other emergency situation to the homes of students and/or staff via the School Messenger Emergency Communication System. This automated system calls or emails, per individual preference, the homes of our students and staff within a matter of minutes, relaying information relative to the emergency situation(s) or school closings as quickly as possible.

Communications

- Local police and fire emergency services are alerted and notified
- Parents are notified via local radio, email, text or School Messenger Emergency Communication System.

**THE FOLLOWING PAGES CONTAIN CONFIDENTIAL INFORMATION.**

## **Protocols for Responding to A Public Health Emergency Involving a Communicable Disease for the Spackenkill Union Free School District**

### **Activation**

These protocols have been developed to respond to a public health emergency. Directive shall come from New York State Education Department, New York State Department of Health, [Dutchess County Department of Behavioral and Community Health](#), or other appropriate agency for this protocol to be activated.

### **PURPOSE:**

This document has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law 2801-a paragraph 2(m) (as amended by section 1 of part b of chapter 56 of the laws of 2016). These laws were amended by the passing of N.Y. State Senate, S8617B, 2019 Leg., and N.Y. State Assembly., A10832, 2019 Leg. on 9-7-2020 that requires all public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

### **PROTOCOLS**

*Requirements of the regulation are in red.*

*Districts should enter their text in blue.*

*Tables and boxes in black are for entry of the actual plan components.*

## DEFINITIONS

**Essential** shall refer to a designation made that a public employee or contractor is required to be physically present at a work site to perform his or her job. (S8617/A10832 section 1(d), NYS Labor Law Section 27-c (1)(d)).

**Non-essential** shall refer to a designation made that a public employee or contractor is not required to be physically present at a work site to perform his or her job. (S8617/A10832 section 1(e), NYS Labor Law Section 27-c (1)(e)).

**Communicable disease** shall mean an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host. (S8617/A10832 section 1(f), NYS Labor Law Section 27-c (1)(f)).

**Personal protective equipment** shall mean all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons. (S8617/A10832 section 1(a), NYS Labor Law Section 27-c (1)(a)).

### Identification of Essential Positions

In the event of a state ordered reduction of in-person workforce, below is a sample list of essential positions and titles along with the justification for this assignment.

(S8617/A10832 Section 1-d & NYS Labor Law Section 27-c (1)(d)) and (S8617/A10832 Section 3-a & NYS Labor Law Section 27-c (3)(a)).

Position	Title	Justification
Information Technology	Director	This group is needed to maintain the internet capability including remote learning and working from home.
	Technicians	
Custodial and Maintenance	Director	This group is needed to maintain the cleanliness and continued functioning of the building.
	Building Custodians	
	Maintenance Worker	
Administration	Superintendent, Asst. Superintendents, Business Adm. and Building Administration	At least one administrator is needed to ensure continuity of the response efforts.
Other Employees	Teacher/Related Service Providers	As deemed essential by the Superintendent and the student's program and physical plant.
Security	Monitors	To ensure the safety/security of the campuses.
Transportation	Transportation Supervisor Bus Drivers	To transport food to students who receive home meals and/or to transport students in the event they are attending in person instruction
Food Service	Food Service Manager Food Service Worker	To supply food to students who receive home meals.
Other Support Staff	TA's, Nurses, Clerical and Monitors	As deemed essential by the Superintendent and the student's program and physical plant.

## Telecommuting Protocols

Telecommuting Protocols (S8617/A10832 Section 3-b & NYS Labor Law Section 27-c (3)(b))

Listing of Non-essential position titles and contractor titles who will need to tele-commute along with equipment deemed essential to their role.

Non-essential shall refer to that employee who is not required to be physically present at a work site to perform his or her job and may perform his or her job remotely. There may be some staff who will not be able to telecommute nor will they be able to work on campus. The need for these staff will be determined on a case-by-case basis and by job title.

Spackenkill Information Technology Department has protocols in place to allow most employees to work remotely as determined by the Superintendent, Assistant Superintendent and departmental supervisors. Equipment will be issued on as needed basis after the appropriate administrator makes a formal request to the Director of Information Technology. Below is the listing of non-essential personal who have been identified as needing equipment.

Non –Essential Position Titles	Equipment assignment		
	Phone	Laptop	RSA/VPN (Data Security)
Building Administrator	X	X	
Business office off site	X	X	X
IT Offsite	X	X	X
District Administrator	X	X	
Nurses	X	X	X
Support Staff – administrative	X	X	
Teacher	X	X	
Teacher Assistant	X	X	
Related Service Providers	X		

### Downloading and installing software and data.

At **Spackenkill**, any equipment that is assigned to a staff member is preloaded with the appropriate software for that position. In addition, staff is encouraged to share documents using **Google**. Some staff will be issued RSAs and a VPN as needed, to allow for access to the departmental files and programs. The appropriate administrator identifies the need for an RSA and VPN. The Director of Information Technology or their designee, and an Assistant Superintendent, will review this request, prior to the issuance of the RSA and VPN.

### Transfer of phone lines to work or personal cell phone.

In the event of a pandemic, the district will use staff working remotely that will allow answering of calls through **our current phone system**.

### Staggering of Work Shifts

Description of how the employer will stagger work shifts of essential employees and contractors to avoid overcrowding on public transportation and at work sites. (S8617/A10832 Section 3-c & NYS Labor Law Section 27-c (3)(c)).

**Spackenkill** will have several options to comply with this requirement.

- Custodial and Maintenance Staff already has staggered work schedules, 6:30 am through to 10 pm are the normal arrival times with corresponding departure times.
- If necessary, we use the pre-determined cohorts to stagger and alternate workdays. Depending upon the situation, **staff** may be 25% or 50% capacity following guidance from the NYSDOH and the Governor's Office.
- If necessary, we will limit the number of staff reporting to a skeleton crew to maintain the integrity of operations and facilities.

## Personal Protective equipment

A description of the protocol the employer will implement in order to procure the appropriate personal protective equipment for essential employees and contractors, based upon the various tasks and needs of such employees and contractors in a quantity sufficient to provide at least two pieces of each type of personal protective equipment to each essential employee and contractor during any given work shift over at least six months. Such description shall also include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration. (S8617/A10832 Section 3-d & NYS Labor Law Section 27-c (3)(d)).

### Plan to procure PPE

PPE will be purchased using the BOCES bid process, if possible. Otherwise, any reliable source of PPE will be contacted for availability and orders that fulfill the table below will be placed. Spackenkill Staff in conjunction with the appropriate departments will work together to find reliable sources. Duplicate orders will be placed if there is a potential issue with supply chains.



### Minimum PPE Required

Minimum two pieces of each type of PPE for each essential employee and contractor over at least 6 months (26 weeks).

Position	Masks	Pairs of gloves	Face Shield
<i>Minimum per person quantity for 6 months</i>	130	260	6
Superintendent (1)	130	260	6
Director of Operations and Maintenance (1)	130	260	6
Maintenance Worker (1)	260	520	6
Building Custodians (15)	1950	3900	90
Director of IT (+ 4 staff)	1300	2600	18
Faculty and Staff	39000	78000	1800
Security Monitors (2)	260	260	6
<b>Total</b>	<b>43160</b>	<b>86060</b>	<b>1938</b>

#### Additional Supplies:

- 2 boxes of each size of N95 respirators and 1 box of surgical masks per person as deemed necessary.
- 130 isolation gowns per person as deemed necessary.

### PPE Storage

Plan for storage of PPE- please be aware that PPE stored in cardboard cases may absorb moisture over time, it is important that PPE cases be stored in secure, dry locations.

PPE type	Storage Location
Masks (reusable)	Nurse's Office
Gloves	Nurse's Office
Face shields	Nurse's Office
Gowns	Nurse's Office
N-95	Nurse's Office

### Protocol Following Exposure

A description of the protocol in the event an employee or contractor is exposed to a known case of the communicable disease that is the subject of the public health

emergency, exhibits symptoms of such disease, or tests positive for such disease in order to prevent the spread or contraction of such disease in the workplace.

Such protocol shall also detail actions to be taken to immediately and thoroughly disinfect the work area of any employee or contractor known or suspected to be infected with the communicable disease as well as any common area surface and shared equipment such employee or contractor may have touched, and the employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.

Such protocol shall not involve any action that would violate any existing federal, state, or local law, including regarding sick leave or health information privacy. (S8617/A10832 Section 3-e & NYS Labor Law Section 27-c (3)(e)).

Communicable disease definition - (S8617/A10832 Section 1-f & NYS Labor Law Section 27-c (1)(f)).

We will follow current guidance from the Centers for Disease Control and Prevention (CDC) as well as state and local Department of Health guidelines.

For example:

1. All employees are instructed to fill in a screening tool at least one hour before arriving at work.
  - a. If they pass, they receive a notice that they are cleared to come to work.
  - b. If they do not pass, they receive a notice to stay at home until contacted.
  - c. The [Nurse Coordinator](#) contacts each employee who does not pass the screening tool questionnaire. They get further information regarding the reason for the failing response.
  - d. Our district [school physician](#) reviews all failures and makes a determination. If there is a health concern, the employee is asked to follow posted NYSDOH protocols and procedures.
2. If an employee begins to experience symptoms related to the current pandemic, after arriving at work, they have been instructed to go out to their car or a designated isolation room within their building and to contact their supervisor for further instructions.
3. Supervisors will use the urgent response protocol to this change in status to determine their immediate course of action.
4. After the employee leaves the area, their workspace is closed off until it can be cleaned. An effort is made to identify any spaces that they may have entered and these are also closed off until cleaned. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
5. ANY building occupants who have been exposed to that person may be identified as a contact and current DOH guidelines will be followed.

## **Documentation**

A protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors. Such protocol shall be designed only to aid in tracking of the disease and to identify the population of exposed employees and contractors in order to facilitate the provision of any benefits which may be available to certain employees and contractors on that basis.

(S8617/A10832 Section 3-f & NYS Labor Law Section 27-c (3)(f)).

The HR Department in conjunction with departmental supervisors will keep an online schedule for purposes of capturing employee hours and locations. Each supervisor will be responsible for maintaining the schedule for his or her department and ensure its accuracy. Visitors to campus are prohibited unless they are consulting essential business and are scheduled and approved in advance by the Superintendent or designee.

## **Emergency Housing**

A protocol for how the public employer will work with such employer's locality to identify sites for emergency housing for essential employees in order to further contain the spread of the communicable disease that is the subject of the declared emergency, to the extent applicable to the needs of the workplace.

(S8617/A10832 Section 3-g & NYS Labor Law Section 27-c (3)(g)).

Emergency housing for essential workers is not normally needed for school employees. If needed, the district will arrange for emergency housing for essential employees at the following on site areas:

- Todd Middle School Nurse's Office
- Spackenkill HS Nurse's Office
- Hagan Elementary Nurse's Office
- Nassau Elementary Nurse's Office

# Appendix 4: SUFSD Emergency Remote Instruction Plan



November 2023

## Overview

The Spackenkill Union Free School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. The plan adheres to guidance set forth in the following Board of Education policies: [Student and Staff Computer Use, Section 504](#), [Student Policies](#)

### **NYSED Emergency Remote Instruction Plan Requirements**

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim

for State aid purposes for each day spent in remote instruction due to emergency conditions.

## **Background Information**

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

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

Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district’s Emergency Remote Instruction Plan.

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

students with disabilities; the expectations for time spent in different remote modalities.

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

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

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

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

## **Remote Instruction**

The Commissioner's regulations define remote instruction as "instruction provided by an appropriately certified teacher, or in the



case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where

there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

### **Unscheduled School Delays and Early Releases**

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

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

### **Technology and Connectivity**

Access to technology is essential for the successful roll-out of this plan. Spackenkill has been committed to ongoing planning and implementation of district technologies to ensure equitable access for

staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

1. In the event, students and/or teachers do not have access to devices and high-speed broadband, the District will take the necessary steps to meet their needs where plausible.
2. Conduct and/or maintain an inventory of equipment and other assets.
3. Identify which students, families, and staff have district assets in their possession.
4. Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement.
5. Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a virtual learning environment.
6. Arrange a "[Help desk](#)" system for parents/students/teachers to report technical issues that might be experienced during remote learning. Communicate protocols to these stakeholders to inform them in advance of how to gain assistance in such cases.

Spackenkill UFSD will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the District will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards.

## **Teaching and Learning**

Our plan assures that Instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

Equity is at the heart of all school instructional decisions. All instruction in our district will be designed so that there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards. Our teaching and instructional plan outlines routine, scheduled times for students to

interact and seek feedback and support from their teachers. Our teaching and learning plan includes a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, available in multiple languages, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g. email, online platform, and/or by phone) in an effort to assure learning for all.

Acknowledging that the typical content in a given 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.

For information relating to teaching and learning in BOCES special education and Career and Technical Education programs, please see the BOCES website: <https://www.dcboces.org/cti>

### **Ensuring Accessibility and Availability (Internet, Computers/Devices)**

The school district provides all students in grades K-12 access to a personal computing device (Chromebook). In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.

All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided. All teachers in grades K-12 will use Google Classroom with Google Meet as their primary instructional platform

Beginning in spring 2020, the Spackenkill Union Free School District has surveyed K-12 families in the district with the NYSED Digital Resource Survey to find out who has a reliable high-speed internet connection. Collecting accurate data regarding digital resource access for our students greatly helps educators to better serve their students

and families. This annual survey provides information on student access to devices and internet access in their places of residence.

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

Several district-provided [instructional technology software programs](#) are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style.

### **Remote Instruction Formats and Methods**

Remote instruction may be delivered through combination of formats and methods. Appropriate and effective delivery options will be determined by taking into account a variety of factors, including but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Another determining factor is whether accommodations need to be made for students with disabilities or English language learners.

**Synchronous Instruction** - Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology.

Using Google Meet along with other [digital platforms](#), teachers will deliver real-time instruction to a full group or subset of project-based opportunities within this model. Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance and introduce new content or skills while it allows students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these

synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.

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

Using a variety of [digital platforms](#), teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion Google Meet and Google Classroom. These activities may include teacher/student synchronous interactions for a portion of the lesson. Through non-digital and/or audio-based means, instruction could be accessed synchronously and/or asynchronously utilizing paper-based materials where the student-to-teacher interaction occurs by telephone or other audio platforms.

### **Compliance with District Policies, Procedures, and the Code of Conduct**

All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.

- All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meet:
- Mute yourself on meets as directed by your teacher
- Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise.
- Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk,

- table, kitchen counter, etc. Other locations are not appropriate or acceptable.
- Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms.
  - Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the *Code of Conduct* at all times while engaged in remote instruction; engaging in prohibited conduct may result in disciplinary action as warranted.

If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.

The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.

Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.

### **Instructional Hours for State Aid and Reporting Requirements**

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

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

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

The District estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. The District remote instructional day will be from 8:00 am to 3:00 pm.

### ***Reporting***

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School*

*Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

### ***Annually by June 30***

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30<sup>th</sup>.

### ***End of the School Year***

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and



- Beginning with the 2023-2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

## **Special Education**

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

The Spackenkill Union Free School District's Remote Instruction Plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person and remote learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Special education programs and services of the Spackenkill Union Free School District provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability-related needs of students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (in person or remote). The Spackenkill Union Free School District will document, via IEP documents, quarterly reports, parent and team meetings, and annual review notes, the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication (e.g., Related Services Log). The District will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability-related needs of students.

The Spackenkill Union Free School District is committed to providing meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the Individuals with Disabilities Act (IDEA). Further, we will maintain regular communication with the parents/guardians and other family members to ensure that they are engaged in their children's education during remote learning.

The Spackenkill Union Free School District will plan and support collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

The Spackenkill Union Free School District will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative records of how the student is adjusting to in-person and remote instruction; a record of what instruction and services were provided; a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation; a record of school-family collaboration; and the provision of compensatory services records.

### **Bilingual Education and World Languages**

The Spackenkill Union Free School District provides world language instruction in Spanish and French 6-12 and English as a New Language (ENL) instruction for ELLs/MLLs K-12. We utilize OU BOCES technical assistance for World Language Instruction 7-12 and PreK-12 for ENL instruction. This assistance will be provided in all formats (in-person and remote).

Support of English Language Learners (ELLs) will be comprehensive, high-quality, and culturally responsive. We will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during school closures, as well as all students who enroll during summer and during the first 20 school days of the school year. After this 20-day flexibility period,

identification of ELLs will resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

The Spackenkill Union Free School District is committed to comprehensive, high-quality, and culturally responsive instruction for ENL students. We will provide the required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level. Further, we will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during remote learning, which includes telephone contact, text messages, social media, emails, and regular mail in their preferred language. We will provide all communications for parents/guardians of ELLs in their preferred language and mode of communication. The District utilizes a translation service to assist with translation services. This service can translate live conversations as well as documents.

The Spackenkill Union Free School District will provide professional learning opportunities for our district that support best practices and equitable instruction for ELLs as well as general education students to help address learning gaps caused by school closures. The District also has access to the MyLearning Plan professional development catalog to support teachers to assure ENL and world language instruction is personalized and research-based.

We will provide professional learning opportunities to our district that supports best practices and covers equitable instruction for our ELLs, SWDs, and general education students who are studying world languages such as Spanish or French to help address learning gaps caused by school closures.

### **Non-Instructional Services**

When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional

employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

### ***Student Transportation***

transportation will be provided to nonpublic, parochial, private, charter schools, or students whose Individualized Education Plans have placed them in out-of-district programs whose schools are meeting in in-person sessions.

All students are entitled to transportation by the District to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless, or attend private or charter schools. Parents who may have missed the due date to request out-of-district transportation due to a reasonable excuse may file a [310 appeal with the Commissioner of Education](#).

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

### **Board of Education Approval**

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

## INTER-MUNICIPAL AGREEMENT

THIS AGREEMENT made and entered into this 24 day of January 2023 between the TOWN OF POUGHKEEPSIE, a municipal corporation of the State of New York, with offices at One Overocker Road, Poughkeepsie, NY, hereinafter referred to as "Town", and the SPACKENKILL UNION FREE SCHOOL DISTRICT, a public school district under the laws of the State of New York, with offices at 15 Croft Road, Poughkeepsie, NY, hereinafter referred to as "School District".

### WITNESSETH:

WHEREAS, the Town presently maintains the police department with full and part-time police officers; and

WHEREAS, the School District is a school district under the laws of the State of New York; and

WHEREAS, the Town and the School District wish to enter into an Inter-Municipal Agreement, pursuant to the provisions of Section 119-o of the General Municipal Law, to provide a School Resource Officer (hereinafter referred to as "SRO") who shall be a police officer of the Town of Poughkeepsie, assigned to the Spackenkill School District, pursuant to the terms and conditions hereinafter set forth;

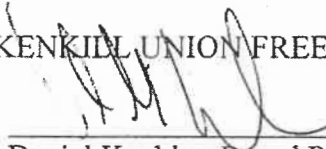
NOW, THEREFORE, IT IS HEREBY AGREED, by and between the Town and School District as follows:

1. The Town and School District agree to cooperatively fund a program involving a SRO who is a member of the Town of Poughkeepsie Police Department and assigned to perform community liaison services in the School District, who may be assigned to School District buildings by the Superintendent or his/her designee upon notice to the Town of Poughkeepsie. Notwithstanding this assignment, the School District recognizes that the SRO may, as directed by the Town of Poughkeepsie Police Department, be required to respond to Police Department emergencies off the School District premises. The job responsibilities of the SRO are outlined in the School Resource Officer Program Outline, and annexed hereto as Appendix "A".
2. The salary and benefits, both statutory and by collective bargaining agreement, will be paid by the Town. At all times during the term of this agreement, the Town shall be the sole employer of the SRO. As the employer, the Town will: (i) maintain all necessary personnel and payroll records for the SRO; (ii) calculate his/her wages and withhold taxes and other government mandated charges, if any; (iii) remit such taxes and charges to the appropriate government entity; (iv) pay net wages and fringe benefits, if any, directly to the SRO; (v) provide Workers' Compensation and insurance coverage in the amount as required by law; and (vi) provide disability insurance and unemployment insurance to the extent required by law.
3. In connection with the performance of this agreement, the Town will comply with all applicable laws, regulations and orders, including, but not limited to equal

employment opportunity laws and regulations, the Fair Labor Standards Act, as well as the Education and Labor Law of the State of New York.

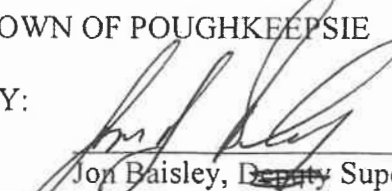
4. The Town will assure that it will abide by federal and state confidentiality statutes, including, but not limited to the Family Educational Rights and Privacy Act ("FERPA"), to the same extent that it must be complied with by the District. The obligation to preserve the confidentiality of student information shall survive the termination of this agreement. Notwithstanding the foregoing, the Town reserves to itself all of its constitutional, statutory, regulatory, code and common law rights relating to the investigation of criminal activity and the performance of its law enforcement function.
5. The School District will make payments to the Town, as follows, which payments shall be made in two annual installments, to wit:
  - (a) 2023 - one payment due by no later than June 30, 2023, in the amount of \$50,000; and the other payment due no later than December 31, 2023 in the amount of \$50,000; and
  - (b) 2024 - one payment due by no later than June 30, 2024, in the amount of \$52,500; and the other payment due no later than December 31, 2024 in the amount of \$52,500; and
  - (c) 2025 - one payment due by no later than June 30, 2025, in the amount of \$55,000; and the other payment due no later than December 31, 2025 in the amount of \$55,000; and
  - (d) 2026 - one payment due by no later than June 30, 2026, in the amount of \$57,500; and the other payment due no later than December 31, 2026 in the amount of \$57,500.
6. The SRO will be working the 7:00 a.m. to 3:00 p.m. shift for the Town of Poughkeepsie Police Department, but shall be assigned to the School District when students are in attendance. The SRO shall be assigned the use of an office and telephone at the Spackenkill High School at no cost to the Town.
7. In the event that an SRO, during the course of his or her duties, is involved in an incident in which he or she uses physical force with regard to any student, staff, or visitor, the Town's "Use of Physical Force Policies and Procedures" (a copy of which will be annexed to this Agreement) will be accessed and utilized, if necessary, to make a determination as to the appropriateness of such force by the SRO.
8. Matters of school discipline shall be referred to the appropriate school administrator and shall not be enforced by the SRO. Provided that nothing herein shall preclude the SRO as serving as a witness in a school disciplinary hearing pursuant to Section 3214 of the Education Law. The SRO shall abide by School district policies except to the extent that they conflict with the officer's responsibility and authority as a law enforcement officer or where life or property is in danger. Building administrators, however, may consult with the SRO on matters concerning law enforcement or matters of a criminal nature.

9. The Town shall indemnify and hold harmless the District against any liability, loss or expense which may result from any act or omission of the Town or any of the Town's officers, employees or agents for which the District might otherwise be liable or sustain loss or expense, in connection with the Town's performance or non-performance under this Agreement, unless due to the actions or omissions of the District or any of the District's officers, employees or agents.
10. The District shall indemnify and hold harmless the Town against any liability, loss or expense which may result from any act or omission of the District or any of the District's officers, employees or agents for which the Town might otherwise be liable or sustain loss or expense, in connection with the District's performance or non-performance under this Agreement, unless due to actions or omissions of the Town or any of the Town's officers, employees or agents.
11. The District shall maintain general liability insurance naming the Town as an additional insured. The Town shall maintain general liability insurance naming the District as an additional insured. Both shall provide the Certification of Insurance to the other.
12. This Agreement is effective for a period January 1, 2023 through December 31, 2026. Either party may cancel this Agreement without cause. In the event of termination, this Agreement will continue to govern the parties' rights and obligations with respect to services performed prior to termination.
13. This Agreement shall not become effective until approved by a majority vote by the Town Board of the Town of Poughkeepsie and a majority vote of the School Board for the Spackenkill Union Free School District.
14. Any modification of this Agreement must be in writing and executed with the same formality as the Agreement herein.

Dated: 1/24/23 SPACKENKILL UNION FREE SCHOOL DISTRICT  
 BY:   
 Daniel Koehler, Board President

Board of Education

Approved: 1/24/23

Dated: 1-31-23 TOWN OF POUGHKEEPSIE  
 BY:   
 Jon Baisley, Deputy Supervisor