2026-2027

HOLLEY CENTRAL SCHOOL DISTRICT
DISTRICT-WIDE SAFETY **PLAN**

DATE OF BOE REVIEW – 6/15/2026

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SECTION 1.0 - General Information and Guidelines

1.01 INTRODUCTION

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills, and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

The purpose of the District-Wide Safety Plan and each school's Building-Level Emergency Response Plan (BLERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. Emergency Response Plans provide parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Individualized policies and procedures have been developed by the Holley Central School District (HCSD) based on potential circumstances and resources. Tools to manage an emergency include response procedures that are developed through threat assessments, safety audits, planning, and training.

The District-Wide Safety Plan is required by law to be posted on the District website and contains only basic safety information. Holley Middle/High School and Holley Elementary School have an independent Building-Level Emergency Response Plan (BLERP) that contains information about school Emergency Response Team members, students and staff with special needs and any other information critical to each school building. BLERP's are not available to the public and are confidential. BLERP's are submitted to the New York State Police and local emergency responders (police and fire departments) as required by law, for review and approval.

1.02 SUMMARY OF LAWS

New York State Education law §2801-a (Project SAVE) and Commissioner's regulation 155.17 set standards for District-Wide Safety/Emergency Response Plans. Both laws set minimum requirements of a District-Wide Safety Plan and Building-Level Emergency Response plans which include policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such emergencies.

SECTION 2.0 - Risk Reduction, Prevention and Intervention

PREVENTION / INTERVENTION STRATEGIES

The administration of the HCSD believes that improved communication among students, parents/guardians, and school staff adds to the quality of life and sense of safety at both of our schools. Such communication allows for the reporting, intervention, and prevention of potentially violent incidents before they actually occur. The following is a brief list of programs and initiatives that are in place at Holley Middle/Senior High or Holley Elementary schools that promote open communication and have a positive impact on the quality of life in our schools:

- Positive Behavioral Interventions and Supports (PBIS)
- Online Bullying Reporting Process
- Twilight Academies (extended day programs)
- School Safety Officers (retired police officers, armed guards) contracted through COP
- Truancy Attendance Committee to address chronic absenteeism (CAPS Team)
- Trauma, Illness and Grief (TIG) Teams
- National Incident Management System (NIMS) and Incident Command System (ICS)
- Social emotional learning direct instruction and the counseling curriculum plan
- Restorative Justice
- Building Threat Assessment Teams
- Updated Code of Conduct outlines all expected behavior and consequences for students, staff, parents and visitors. This includes a list of prohibited items on school property.
- Revolution App School Safety Platform with an emergency application

2.01 TRAINING, DRILLS AND EXERCISES

Training

The District understands the importance of training. All school staff, students, and others deemed appropriate by the school to receive training during the school year to better prepare them for an incident. The annual training reviews the District-Wide School Safety Plan and individual Building-Level Emergency Response Plans to brief staff on their roles and communication procedures during an emergency. The District also submits certification to the NYSED that all district and school staff have undergone annual training components on violence prevention and mental health. New employees hired after the start of the school year receive training within 30 days of hire. All other school staff receive this training by September 15th of each school year.

Multi-Hazard Training

The District provides annual multi-hazard school safety training for staff and students. The components of this training are consistent district-wide. Staff training will be routinely conducted at the school level followed by drills with the entire school population. These drills will focus on our standard response actions to potentially dangerous or threatening incidents. The use of tabletop drills to accomplish or compliment this training will be considered when live drills are impractical or not sufficient to meet the training goals.

Drills and Exercises

The HSCD follows all mandated guidelines regarding the number of drills and exercises

that must be conducted during the school year. The number of drills and exercises are established by New York State.

The current guidelines state that there must be four (4) Lockdown drills, eight (8) evacuation drills, and one (1) early release drill per school year. The District's Chief Emergency Officer will coordinate and conduct these drills in conjunction with the local police and emergency responders.

2.03 IMPLEMENTATION OF SCHOOL SECURITY

Security Personnel - Hiring and Training

HCSD contracts with C.O.P Security Inc. (COP). The contract is renewed yearly. All security personnel hired through COP are trained in compliance with the New York State Security Guard Act of 1992 and the requirements set forth in the New York State Division of Criminal Justice Services. Continual training is provided to maintain licensing and skills.

Security Personnel - Responsibilities and Authority

COP personnel assist the schools in dealing with all manners of security and safety issues. The principal role of our security personnel is to safeguard the District's students, staff and visitors from harm; to deter, detect, respond to, and report infractions or concerns to building administration; and to protect the District's assets from theft and damage. Security personnel employed by COP are authorized to carry out this role consistent with the Policies and Regulations of the District, applicable New York State Law, Security Standard Operating Procedures and COP training.

Visitor Access

School access is controlled during the regular school day by locking down the building and utilizing one point of entry and the buzzer/intercom/camera to screen visitors prior to entrance into the building. Consistent with HCSD Board Policy and Code of Conduct, an approved visitor to a school will present valid government issued photo identification and be given a pass prior to gaining access to the building.

Video Surveillance

All District school buildings provide video surveillance to enhance the safety of our students and staff. The cameras may/may not be actively monitored, but the recordings are available for district officials and local law enforcement use.

Intrusion Detection

The District's buildings are protected by an intrusion detection alarm system that is linked to a central monitoring station.

2.04 VITAL EDUCATIONAL AGENCY INFORMATION

The HCSD maintains certain information about each school building within the District including, but not limited to: school populations, transportation needs and emergency telephone numbers of key personnel. In addition, similar information on other district departments as well as the assistance that those departments could provide in the event of an emergency is also maintained at the District level. A list of data and contacts will be updated and made available to key personnel (including all Principals) but is not available to the general public.

2.05 EARLY DETECTION AND VIOLENT BEHAVIORS

The District acknowledges the importance of early recognition and intervention into conflicts and potentially violent behaviors.

- The District will ensure that appropriate school violence prevention and intervention training will be incorporated into teacher conference days and be provided to all staff during regularly scheduled staff training sessions. All threats of violence are taken seriously and investigated.
- The District recognizes that despite our best efforts, students and parents may need additional assistance to respond to bullying. To ensure a quick response to parent and student concerns, the Middle/High School and Elementary School each have a DASA coordinator.
- Students and staff are encouraged to share information regarding any conflicts or potentially violent behaviors with an administrator (and law enforcement when appropriate) so an investigation can commence. The District has established an online bullying report form located on the district website to provide another means for such information to be brought to the attention of those who need to know so that the situation can be addressed in a timely manner.
- The District has developed policies and procedures for contacting parents, guardians or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.
- The District has trained building level Threat Assessment Teams that meet periodically throughout the school year to discuss any ongoing incidents with students, parents or staff members.
- All staff members are trained in HCSD procedures of reporting threats of violence and threats of suicide annually.

2.06 HAZARD IDENTIFICATION

The list of sites of potential emergencies include all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses and off-site field trip locations. These hazards (and how to handle each issue) will be documented in each Building Level Emergency Response Plan.

2.07 SCHOOL SAFETY OFFICERS

HCSD has contracted with COP, a private security company, to supply armed security guards (SSO) licensed by New York State. Guidelines have been established to follow NYS mandates regarding school discipline. The new Regulations state that every school shall define the roles and areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct. School discipline in the HCSD is delegated to each building Principal. Investigations involving possible infractions of the District's Code of Conduct and the imposition of discipline thereunder are the responsibility of the school's administration. While the SSO may act as a resource to a school administrator during an investigation, the SSO may not directly question students or assign discipline. General guidelines for discipline are contained in the Code of Conduct. The roles of the SSO are listed in the contract between the COP and the HCSD.

- School officials may conduct searches of students' property and person as permitted by New York State Law. The SSO should not become involved in administrative searches unless specifically requested by the school to provide security, protection, or for the handling of contraband. Administrative searches must be at the direction and control of the school principal. At no time shall the SSO request that an administrative search be conducted for law enforcement purposes or have school staff act as his/her agent.

2.08 WORKPLACE VIOLENCE PREVENTION PROGRAM

To help prevent workplace violence in public schools, on September 6, 2023, the Governor signed legislation (S1746/A1120) amending the Workplace Violence Prevention Law (Section 27-b of Labor Law), extending coverage to elementary and secondary public education that was previously exempted. This was done by removing the exemption from the definition of "employer" in the law. The amendment of 12 NYCRR Part 800.6 has also been immediately authorized by the legislation. These changes will be effective 120 days (January 4, 2024) after becoming law.

The Holley Central School District complies with all regulations regarding this new requirement. The Holley Central School District Policy is posted on the Holley Central School District website under *Teacher & Staff Information* and can be found at this link: https://www.holleycsd.org/Staff.aspx The necessary forms to report an incident are also located on this web link.

2.09 CARDIAC EMERGENCY

In accordance with New York State's Desha's Law, the district incorporates cardiac emergency response procedures into its overall emergency protocols to ensure rapid, coordinated action during incidents of sudden cardiac arrest on school property or at school-sponsored events. The district maintains accessible Automated External Defibrillators (AEDs) in all required locations, ensures they are clearly marked and unlocked during school hours and events, and follows nationally recognized emergency cardiovascular care guidelines for equipment maintenance and placement.

During any suspected cardiac emergency, staff will immediately activate the emergency response system by contacting 911, retrieving the nearest AED, and initiating CPR and AED use when trained personnel are available. Each building maintains location-specific procedures to ensure that AEDs can be quickly accessed in high-traffic and high-risk areas such as gymnasiums, cafeterias, auditoriums, and athletic fields. Staff roles during a cardiac emergency are assigned as part of the building-level emergency response structure, ensuring that communication, crowd management, and EMS coordination occur without delay.

Holley Central School district, as required by Desha's Law, includes instruction for students in Senior High Health Class on recognizing the signs of sudden cardiac arrest. Staff receives this instruction through their GNC training. The district also offers voluntary CPR and AED training opportunities for staff in alignment with Public Health Law §3000-b. New employees who join after the start of the school year receive required cardiac emergency awareness training within 30 days of hire.

The district collaborates with local Emergency Medical Services to align response procedures, review incident outcomes, and ensure efficient coordination during emergencies. Parent or guardian notification procedures are followed whenever a student experiences a cardiac-related medical emergency requiring EMS involvement.

AED maintenance logs, staff training records, and documentation of any cardiac emergency response are maintained as part of the district's overall emergency preparedness recordkeeping. This section is reviewed annually and updated as needed to remain compliant with Desha's Law and Education Law §2801-a

SECTION 3.0 - PREPAREDNESS

3.01 CHIEF EMERGENCY OFFICER

Each school year, the Superintendent of Schools is the Chief Emergency Officer, unless otherwise delegated. The designated Chief Emergency Officer or their designee is responsible for:

1. Coordination of the communication between school staff, law enforcement, and other first responders.
2. Lead 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 BLERP's. Ensure staff understanding of the District-Wide School Safety Plan.
3. Ensure the completion and yearly update of BLERP's for each school building.
4. Assist in the selection of security-related technology and development of procedures for the use of such technology.
5. Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan.
6. Ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

3.02 DISTRICT-WIDE SCHOOL SAFETY TEAM

The District-Wide School Safety Team is appointed by the Board of Education each school year. It may include, but is not limited to, representatives of the school board, teachers, administrators, law enforcement, local emergency responders, school safety personnel and other school personnel including bus drivers and monitors. The District-Wide School Safety Team is responsible for addressing safety issues within the district and developing and updating District-Wide School Safety Plan on a yearly basis.

3.03 EMERGENCY OPERATIONS GROUP

During an emergency, the Emergency Operations Group shall function under the command of the Superintendent of Schools (District's Chief Emergency Officer). The District's Chief Emergency Officer will be designated at a Board of Education meeting annually. Under normal circumstances, the District's Chief Emergency Officer will be the Superintendent of Schools.

3.04 SUPERINTENDENT'S TEAM

The Superintendent's team consists of all administrators in the district, including but not limited to building-level administration.

3.05 COMMAND POST

During an emergency, the Superintendent of Schools or their designee may activate the Emergency Operations Group when necessary, and they will meet at a designated location. In addition to the Emergency Operations Group, the Superintendent may summon the team members and resources to report to this location. This designated location will be referred to as the Command Post although the exact location may vary depending on the type and extent of the event.

SECTION 4.0 - GENERAL RESPONSE PROCEDURES

4.01 GENERAL RESPONSE ACTIONS FOR EMERGENCIES

Subsequent sections of this District-Wide School Safety Plan outline specific response actions for individual emergency situations. If an emergency situation occurs at the building-level, it is the responsibility of each and every District employee to take those actions which are geared toward preserving the health and safety of all students, staff and visitors. Specific detailed responses are listed in each individual BLERP.

4.02 CONCEPT OF OPERATIONS

The overall strategy of the District-Wide School Safety Plan and BLERP's is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. These plans are based upon the concept that the incident management functions that must be performed by the school staff generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

4.03 IMPLEMENTATION OF INCIDENT COMMAND SYSTEM

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. In general, the initial Incident Commander at the school will be the building Principal and will be the delegated authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. NYCRR Section 155.17 requires a definition of a chain of command consistent with the Incident Command System.

4.04 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 District and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the Building Level Emergency Response Plan.

4.05 ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITY

The Incident Commander is not able to manage all aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that

will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. The Building-Level Emergency Response Planning Team will be used to delegate these tasks.

4.06 DIRECTION, CONTROL, AND COORDINATION

Coordination with Responders

The BLERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another.

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive. It will be the responsibility of the Emergency Operations Group and the Superintendent's Team to help secure these resources.

4.07 ADMINISTRATION, FINANCE AND LOGISTICS

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized district officials, superintendent, and the Board of Education.

4.08 COMMUNICATION DURING EMERGENCIES

The school will contact and maintain communications with parents, the media and emergency responders during an incident. The School Incident Commander or Chief Emergency Officer works with the District's Community Relations Manager and emergency responders to coordinate the release of information to ensure that information is consistent, accurate and timely. Communication procedures are detailed further in the Building Level Emergency Response Plans. Communication is also assisted by the Revolution App and/or Parent Square to help manage the incident.

4.09 MULTI-HAZARD RESPONSE

There are many variables that could impact the manner in which the Building-Level Emergency Response Planning Team responds to a particular occurrence. These variables could include but are not limited to: time of year, time of day, weather, age of student(s) involved, location of student(s), anticipated delay from emergency responders, availability of support personnel and availability of transportation. Therefore, it is not practical to try and map out the steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing the loss of life and injury of students and school staff.

The building Principal or their designee is designated as the Incident Commander of their school during a crisis situation until relieved by a higher authority. The Principal or designee will provide leadership, organize activities and disseminate information with the assistance of the Chief Emergency Officer (Superintendent of Schools).

In most instances where this level of school response is warranted, the school will be seeking assistance from other emergency responders in resolving the situation. As such, the immediate objective is generally to contain the incident and successfully manage it until the emergency personnel arrive.

4.10 EMERGENCY NOTIFICATIONS

Notification of significant events or events that required a call to 9-1-1 shall be made to the Superintendent of Schools by building administrators and/or security. The Director of Security is the liaison to the police department for the District. The Director of Security or building administrator will notify the Superintendent of Schools immediately. These notifications shall occur at the earliest and safest possible time during the response phase. The Superintendent, Chief Emergency Officer or their designee will request the additional resources necessary to assist in the building's issue. One of the possible options will be to activate the Superintendent's Team to provide assistance and resources as needed to deal with the crisis at hand.

4.11 RESPONSES TO ACTS OF VIOLENCE: IMPLIED OR DIRECT THREATS

Having acknowledged that the recognition and early intervention into potentially violent situations is critical, it shall be the policy of the District to deal with all threats and potentially threatening situations and circumstances in a serious and deliberate manner. In addition to reporting and investigating direct threats, all staff are responsible for relaying to their respective school administration information about any student behaviors or communications that suggest a threatening situation is possible.
Depending on the imminent nature of the threat, the following procedures may be used by the district:

- Inform the building Principal or designee of implied or direct threat or troubling behaviors or communications.
- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Contact 9-1-1 if the threat may be imminent or for their advice and assistance. Direct threats to personal safety may well constitute a violation of law and the student making the threat can be prosecuted. Prosecution in Criminal or Family Court provides another opportunity for intervention.
- The building Principal or designee, including mental health staff, may initiate a threat assessment inquiry to attempt to determine the level of threat.
- If time permits, this inquiry would also involve interviewing potential witnesses as well as the parties involved. Some factors to consider when evaluating the level of threat include, but are not limited to, specificity of threat to a person or persons, mention of specific means or weapons, specific reason or justification, history of student, known access to weapons and propensity for violence.
- Monitor the situation, adjust response as appropriate, and include the possible use of the mental health staff.
- Follow up with the appropriate procedures as outlined in the District's Code of Conduct.
- Any threats of violence or implied threats of violence shall be reported by staff to an administrator immediately and without delay. Administrators or mental health staff will investigate all instances of threats or suicidal ideations without delay.
- All concerns of self-harm or suicidal ideations shall be reported to an administrator or mental health staff member immediately. Administrators or mental health staff

shall investigate these concerns and involve the appropriate agencies as deemed fit.

- Students, staff and guardians may also report any threats of violence or bullying through the Online Bullying Report Form on the district website.
- The elementary and middle/high school have procedures in place for contacting parents and guardians for threats of violence or self-harm.

4.12 SPECIFIC RESPONSE PROTOCOLS

The District has established appropriate response actions to a variety of emergency situations. They are detailed in each BLERP as recommended by the NYSED Safe Schools Template. Transportation safety procedures are also in place. These specific procedures are referred to as Threat Specific Annexes and include responses that include but are not limited to incidents such as Kidnapping, Intrusions, Active Shooters, Bomb Threats and more.

4.13 OBTAINING ADVICE AND ASSISTANCE FROM THE LOCAL GOVERNMENT

In the event of an emergency where additional advice, assistance, or assets not readily available to the district are needed, the Superintendent of Schools, building principal, or their designee will contact local law enforcement (Holley Police Department), fire department (Murray Fire District) or ambulance (Mercy ambulatory services). DISTRICT RESOURCES AVAILABLE DURING AN EMERGENCY.

The District has identified district-based resources, which may be available during an emergency. The District Wide Safety Team may also be activated which includes the key members of the district regarding transportation, facilities, buildings and grounds and security.

4.14 EMERGENCY RESPONSES

Functional Annexes focus on the critical operational functions and the courses of action developed to carry them out. In New York State, to ensure consistency, schools are provided with standardized definitions. These annexes are defined in detail in the Building Level Emergency Response Plan's and quick reference guides. Other Annexes available and listed in this section are Crime Scene Management, Communications, Accounting for all persons, Continuity of Operations, and Recovery. The Medical Emergency Annex has its own section in the District-Wide Safety Plan. The District utilizes the Revolution App to help assist in activating a designated Emergency Response.

4.15 CRIME SCENE MANAGEMENT

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remains as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures are outlined in the BLERP's.

4.16 EMERGENCY EVACUATION OF NON-AMBULATORY DISABLED INDIVIDUALS WITH DISABILITIES

Each building Principal is responsible for identifying non-ambulatory disabled staff or students and listing that information in their BLERP.

4.17 ACCOUNTING FOR ALL PERSONS

The Building-Level Emergency Response Plan has procedures in place to:

- Take attendance and report to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Report to the Incident Commander when a student, staff member, or guest cannot be located.
- Dismiss students if they have been relocated.

4.18 FAMILY REUNIFICATION PLANS

During any building evacuation it is important to have a family reunification plan. In general, families should be reunified at each building's evacuation site and will require assigned personnel and plans that should be detailed in each BLERP. Depending on the nature of the emergency, a reunification plan will be put into place at the command post, with the assistance of the police department and emergency responders.

4.19 CRISES OCCURRING OUTSIDE NORMAL SCHOOL HOURS

Due to the many uncertainties about building occupancy during those times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all crises occurring within that time frame. The building Principal will notify their Chief Emergency Officer of the crisis, and the appropriate actions will be taken.

4.20 PROCEDURES FOR INFORMING OTHER EDUCATIONAL AGENCIES OF AN EMERGENCY

1. The Chief Emergency Officer/Director COP Security will evaluate the impact of an emergency on other educational agencies within the District.

2. If the impact is evident, the Chief Emergency Officer/Director of COP Security will telephone the contact person at each affected educational agency and inform them of the status of the emergency.

3. If contact with other educational agencies cannot be made, the Chief Emergency Officer/Director of COP Security will contact the Holley Police or Orleans County Sheriff for assistance in communicating information to these educational facilities.

4. If transportation, sheltering and other types of assistance are to be provided to other educational agencies, the Chief Emergency Officer/Director of COP Security will make arrangements to implement this assistance.

4.21 PROCEDURES FOR SHELTERING STUDENTS, STAFF, AND VISITORS

In the event that it becomes necessary to shelter students, staff, visitors, or other individuals, the building Principal or their designee will contact the Chief Emergency Officer (via cell phone). If it becomes apparent that students will not be able to leave the facility, the school principal will make arrangements for adequate supervision of the students under their direction and to make provisions for building maintenance (custodial) and food services. It shall be the responsibility of the Chief Emergency Officer/Director of COP to inform appropriate police, Red Cross, and emergency preparedness officials.

Holley CSD has also partnered with different local and state agencies to provide shelter to the community during certain disasters or emergencies. The Chief Emergency Officer is the contact for those agencies during the crisis. The Chief Emergency Officer will take appropriate actions during such incidents.

4.22 MEDICAL EMERGENCIES AND MENTAL HEALTH

A medical emergency is a result of a minor or major illness, or injury to an individual, and can be of such severity as to be life threatening, or merely cause the victim discomfort or pain. The District does not expect unlicensed staff to provide medical care. The District does expect unlicensed staff to call for emergency assistance (e.g. 9-1-1, school nurse) and stay with the victim until help arrives. In each case, the guiding principles are to provide appropriate care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is treatment that will attempt to protect the life and comfort of the victim until authorized medical treatment is available, or in the case of a student, until the child is placed under the care of the parent or guardian. Staff should use judicious avoidance and standard precautions in managing all emergencies. School nurses follow their standard district policies, procedures and training not listed in this section.

The number of medical emergencies that can develop is potentially endless. Each BLERP will designate Building-Level Response Planning Teams that may be used to respond in a medical emergency.

HCSD has also developed policy and procedures for contacting parents, guardians, or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide or suicidal ideations. When a staff member notices signs of mental health issues or signs of suicide or suicidal ideations, they should report those signs or issues to an administrator or mental health professional in the school immediately and without delay. The Administrator will investigate the issue with counselors using the Columbia Rating Scale and contact parents with available resources as necessary.

SECTION 5.0 - RECOVER

5.01 DISTRICT SUPPORT FOR BUILDINGS

In addition to support during an emergency, the District will use all resources at its disposal to support the Emergency Response Teams and the Post-Incident Response Teams in affected schools after the incident has been resolved to the point where recovery of normal operations can commence. Additional support includes but is not limited to mental health services, building security and facility restoration.

5.02 DISASTER MENTAL HEALTH SERVICES

District office staff, including but not limited to the Director of Special Programs, will assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams, in the affected school(s). This may take the form of seeking out additional local support or could, if warranted, involve accessing federal and state mental health resources as well.

5.03 REVIEW AND DEBRIEFING

The involved school's Building-Level Emergency Response Planning Team will meet to review the specific incident to determine if the school's BLERP was adhered to and if any improvements are needed to enhance the plan. This review may, depending on the nature and degree of the incident, include input from the District Emergency Response teams and/or representatives of local emergency response agencies. The review and debriefing may include the items summarized in the next section describing the Post-Incident Response Guide.

5.04 POST-INCIDENT RESPONSE

The HCSD has a Trauma, Illness, and Grief (TIG) Team. The Superintendent's Team and TIG Team will have the responsibility of assisting the school community and guiding staff and administration in coping with the aftermath of a serious violent incident or emergency.

- Convene at the earliest possible time following the crisis for a meeting to help the Principal prepare a written statement for the staff to be presented at the emergency staff meeting. It may be most prudent to convene on the weekend in some crisis situations to effectively manage communications to staff and parents and to initiate the proper support services as needed.
- Review roles in providing support during the day of the critical incident.
- Attend an end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed.
- Meet with the Principal, following staff debriefing, if possible, to process the day's events and prepare for the next school day.
- Meet daily, for as many days as necessary, to process events and decide measures needed to meet the needs of students, staff, family, and community.

5.05 TRAUMA AND GRIEF TEAM (TIG)

The District TIG team is a group of counselors, psychologists, social workers, and other staff members who have received specialized training in responding to the emotional needs of children, teachers, and other school personnel, which arise from trauma,

violence, illness, grief and loss. The TIG team will oversee the initial and on-going training program for all building crisis teams and maintain records. The TIG team is also responsible for coordinating District crisis team activities. In some situations the Director of Special Programs will reach out to other districts for support.

5.06 CONTINUITY OF OPERATIONS PLAN (COOP)

As part of the COOP, the District will enact section 5.08.

5.07 DISTRICT RESPONSE TO DECLARED PANDEMIC

In September of 2020, Governor Cuomo signed into law that requires public employers, including school districts, to adopt a continuation of operations plan in the event that the governor declares a public health emergency involving a communicable disease. The legislation amends the New York Education Law to require that District Safety Plans include protocols for responding to declared public health emergencies involving communicable diseases that are consistent with section 27-c of the Labor Law.

The Holley Central School District's main Safety Plan is located on the Holley Central School District website (holleycsd.org). The plan is updated and adopted by the Board of Education every summer. The District has a designated Chief Emergency Officer, Director of Security, and Medical Director. The District also has clearly identified the roles of the Superintendent's Team. These members are appointed annually and are activated during a crisis and follow all Incident Command protocols.

The current Continuity of Operations Plan is listed in section 5.06 of the Main Safety Plan. This section states that the District will use resources to:

- Switch to remote instruction.

During a declared pandemic, the Superintendent of Schools will follow the Holley Central School District's Main District-Wide Safety Plan. The Superintendent's Team will be activated. Both of these groups have the ability to meet remotely if necessary. The Emergency Operations Group has the ability to be extended to include necessary personnel in order to address the overall scope of the declared pandemic.

The Superintendent's Team, Director of Security, and the Medical Director will work to identify the following based on the declared pandemic:

a. list and description of the types of positions considered essential in the event of a State-ordered reduction of in-person workforce. For this purpose, essential is defined as required to be physically present at a work site to perform his or her job.

b. A description of protocols the employer will follow for nonessential employees to telecommute.

c. A description of how the employer will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding on public transportation and at worksites

d. Protocols the employer will implement to procure personal protective equipment (PPE)

e. Protocols in the event an employee is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace.

f. Protocols for documenting hours and work locations, including off-site visits, for essential employees.

g. Protocols for working with the employer's locality to identify sites for emergency housing for essential employees.

h. Protocols for implementing any other requirements determined by the Department of Health such as contact tracing or testing, social distancing, hand hygiene and disinfectant, or mask wearing.

5.08 Emergency Remote Instruction Plan (ERi)

The Holley Central School District has an Emergency Remote Instruction Plan as required by NYS §155.17(c)(1)(xxi)(a-d) that is kept by the Director of Technology **(and available in Appendix #1 of this document).** That plan includes policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction. The following questions are answered in the ERi:

A. How will the district ensure that all students have access to a computing device?
B. How will the district disseminate computing devices to students?
C. How will the district communicate with families about the dissemination of computing devices?
D. How will devices be serviced and/or repaired?
E. If not using computing devices, how will students participate in instruction?
F. Is your plan consistent with the information provided by families in the Student Digital Resources data collection?

The plan also includes policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity. The following questions are answered in the ERi:

A. How will the district determine the need for access to the internet in student's places of residence?
B. How will the district ensure that all students have access to the internet?
C. How will the district work with the community organizations and local public spaces to ensure students have access to Wi-Fi points?

The plan is consistent with the information provided by families in the Student Digital Resources data collection.

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. The following questions are answered in the ERi:

A. How will the district ensure that school staff have the necessary tools, including device and Wi-Fi, to deliver emergency instruction from their place of residence?
B. What portion of the school day will be spent on synchronous instruction?
C. What portion of the school day will be spent on asynchronous instruction?
D. How will instruction be personalized to support students' individualized needs, including supporting ELL/ML students?
E. What training is provided to teachers in order to help adapt their instruction to the district expectations?

A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate. The following questions are answered in the ERi:

A. How will the district determine which students for whom the remote instruction via digital technology is not appropriate?
B. How will the district provide instruction for those students whom remote instruction by digital technology is not appropriate?

C. How will the district provide synchronous instruction for those students who do not have adequate internet

A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education. The following questions are answered in the ERi:

A. How will the district ensure that special education and related services will be provided remotely?
B. How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?

For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter. The following questions are answered in the ERi:

How many hours of instruction will the district plan to claim for each day of an emergency closure?

SECTION 6.0 - BUILDING-LEVEL EMERGENCY RESPONSE PLANS

6.01 PLAN DEVELOPMENT AND MAINTENANCE

Holley Elementary and Holley Jr/Sr High School will have individual Building-Level Emergency Response Plan that will be developed by the Building-Level Emergency Response Planning Team and the District-Wide Safety Committee. NYCRR Section 155.17 requires that each school shall have a Building-Level Emergency Response Planning Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel including bus drivers and monitors, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate. A Building-Level Response Team and Post Incident Response team will also be appointed. The Building-Level Emergency Response Planning Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School BLERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

6.02 DISTRIBUTION OF THE PLAN

NYCRR Section 155.17 mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption. This function will be completed by the District Clerk.

Send Building-Level Safety Plans to:
New York State Police Headquarters
Field Command Attn: Safe Schools
NY
1220 Washington Avenue, Building 22
Albany, NY 12226

Or by email to:
info@safeschools.ny.gov

6.03 RECORD OF DISTRIBUTION

Copies of the BLERP's, including appendices and annexes are recommended to be distributed to your School Building-Level Emergency Response Planning 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 Building-Level Emergency Response Planning Team.

SECTION 7.0 - EMERGENCY CLOSINGS AND EARLY DISMISSAL

7.01 DISTRICT CLOSINGS

The decision to close school is based on the nature of the emergency and the expected impact that the emergency will have on student safety and welfare. Most often, school closings are the result of inclement weather conditions that adversely affect the safety of student walkers and/or bus riders. The District may close all of its schools or only one of its schools, depending upon the specific nature of the emergency. It may also elect a late starting time or an early dismissal, depending on an up-to-the-minute appraisal of the specific situation.

The Superintendent of Schools (or designee) will make every effort to decide school closings in a timely manner. This will be done after the district has thoroughly evaluated the situation and after consulting with the Village of Holley, police, weather bureau, and other District departments. All school closings will be reported to local radio and television stations for broadcast to the general public and posted to www.holleycsd.org. An automated phone call will also inform families of emergency closings whenever possible.

Whenever District schools close, all public, private, and parochial schools in the district are also closed. No transportation is provided for Holley students attending schools outside the District and all afternoon and evening activities will ordinarily be canceled.

Parents should instruct their children on where they are to stay when school is closed, or when school is dismissed early. Working parents should make prior arrangements with friends and neighbors for the temporary housing of their children in the event that an emergency arises while they are not at home.

The Communications Specialist is responsible for updating school social media and website. The district clerk and the superintendent of schools is responsible for updating the appropriate news agency to announce school closings or delays.

7.02 DISTRICT EVACUATIONS AND EARLY DISMISSAL PROCEDURES

1. If a building needs to evacuate to another location:
    - As soon as possible, the building will notify transportation that there is a possibility that we may have to evacuate the building and transport the students to an alternative location.
    - Transportation will transport students to the building that is designated in the BLERP unless directed to take the students to a different location by the Incident Commander.

2. If there is a potential for an evacuation to send students home the process is as follows:
    - As soon as possible, the building will notify the superintendent of schools
    - The superintendent of schools will notify transportation that there is a possibility that the building needs to be evacuated and the District needs to transport the student's home.
    - The Transportation Department will run PM routes, therefore the Transportation Department will print Transfinder PM routing sheets in the event that the decision is made to send the students home.
    - It is important to note that the PM route sheets contain all of the special

needs, babysitter and PM drop information.

- All drivers will be given a copy of the PM route sheet prior to leaving for their specific route.
- The Transportation Department will attempt to send buses that correspond to the actual PM route or place temporary bus numbers on those buses that do not correspond to the actual route.
- Students who attend Healthy Kids will be transported to the building that students would have been transported to if the decision were to evacuate a building to another school as outlined in the District's School Safety Plan.
- The superintendent will work with the Communications Specialist to send a notice to parents that the district is sending the students home early so those at work or not at home can make proper arrangements.

APPENDIX #1 - Emergency Remote Instruction Plan

INTRODUCTION

The Holley Central School District developed the following **Emergency Remote Instruction Plan** to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The **Emergency Remote Instruction Plan** meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024
District-Wide School Safety Plan.

BACKGROUND INFORMATION

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

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

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

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

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

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022. Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as "instruction provided by an

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

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

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

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

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

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS / DEVICES)

The Holley CSD shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the SchoolTool database. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

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

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

Holley Central Schools

Emergency Remote Instruction Plan

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: 7150 Remote Learning; 7110 Comprehensive Student Attendance; 7315 Student Use of Computerized Information Resources; 7316 Student use of Personal Technology
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device. 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. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. 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.
PEDAGOGY	All teachers in grades K-12 will use Schoology as their primary instructional platform. Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach **may include a combination of:** **Synchronous "Live" Instruction** – Using Zoom along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model. Teachers will make personal connections with all students during scheduled class times via Zoom. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning. **Asynchronous "Flipped" Instruction** - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion (i.e Schoology Learning). These activities may include teacher/student synchronous interactions for a portion of the lesson. **Authentic Independent Instruction** - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.
STUDENT EXPECTATIONS	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 Zoom meetings. • 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. 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.
DAILY SCHEDULE	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.
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.
NON- INSTRUCTIONAL SERVICES • **TRANSPORTATION** • **FOOD SERVICE** • **MAINTENANCE** • **CUSTODIAL** • **CLERICAL/ ADMINISTRATIVE SUPPORT**	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State Aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

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

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

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

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

REPORTING

IMMEDIATELY

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 30TH

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

END OF THE SCHOOL YEAR

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

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023-2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

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

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

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

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

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

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

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

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

APPENDIX #2 - INDEPENDENT CONTRACTOR/CONSULTANT AGREEMENT

C.O.P. Security, Inc. is licensed by the NYS Dept. of State

This will serve as an agreement between C.O.P. Security, Inc., hereafter referred to as "company" and The Holley Central School District, 3800 North Main Street, Holley, NY 14470, hereafter referred to as "customer". The terms of this agreement are as follows:

1. Customer contracts with company to provide armed security services for the 2023/2024 school year. Additional responsibilities, if any, will be described in addendum "A". Either party may terminate this contract for any reason and at any time by providing 30 days' notice to the other party. The hours will be determined by the customer. Each shift designated by customer will be for a minimum of four (4) consecutive hours with the exception that the Director of Security position is not required to be a minimum shift of four (4) hours. Holiday Rates Apply, and are as follows:

New Years Day	0000-2400 hours	Thanksgiving	0000-2400
Memorial Day	0000-2400	Christmas Eve	1800-2400
July 4th	0000-2400	Christmas Day	0000-2400
Labor Day	0000-2400	New Years Eve	1800-2400

2. Company agrees to charge a rate of $55.00 per person/per hour for each hour of service provided. This rate will be reviewed in January 2024 and adjusted based on changes on the company's insurance premium. Overtime (over 40 hours a week) per person will be billed at 1 and ½ times the hourly rate.

3. Company will invoice customer monthly for services rendered. Customer agrees to pay each invoice within 30 days.

4. Both parties agree and understand that employees of Company are not employees of customer and have no status as such nor are entitled to any benefit of an employee.

5. Company agrees to provide all necessary equipment for security personnel to perform their duties properly, which may include but not be limited to uniform, flashlight, radio, cell phone, except for metal detection equipment which will be supplied by the customer.

6. Company agrees to carry all necessary insurance as mandated by law. Company is solely responsible for its employee's payroll taxes and statutory benefits.

7. LIMITS OF LIABLITY: It is understood by the customer that there is no warranty or guarantee that an incident will not occur just because security is present. It is further understood by the Customer that the security services provided hereunder do not constitute maximum security, but provide a degree of security resulting from the reasonable efforts of security personnel to carry out mutually agreed upon security procedures during the hours mutually agreed upon. The company is not an insurer and the amounts payable to the Company under this Agreement are based solely upon the value of services rendered and are unrelated to the value of Customer's property or the lives or property of others. Any offset by Customer from the amounts payable to the Company without the Company's prior agreement are prohibited.

8. The Company's liability under this Agreement shall be limited to the following insurance coverage evidence of which will be furnished to the Customer upon written request:

    a. Worker's Compensation Insurance as required by applicable law covering all security personnel in the furnishing of services under this Agreement including Employer's Liability Coverage in the amount of the statutory limit or more.

    b. Comprehensive General Lability Insurance covering Company's liability to third parties for personal injury and property damage with a minimum per occurrence limit of $1,000,000.

9. INDEMNIFICATION: The Company agrees to indemnify and hold harmless the Customer, its directors, officers, and agents and employees from and against all liabilities, demands, claims, damages, suits, or judgements, including attorney's fees and other costs and expenses incident thereto because of harm (including but not limited to harm arising from false arrest, searches, libel, and slander, injury or death to persons, or loss, damage or destruction to property, including the property of Customer, Company, and third persons, resulting from the negligence of Company or its directors, officers, agents, or employees, which such persons is acting within the scope of his employment.

10. Customer agrees to indemnify and hold harmless Company and its directors, offices, agents, and employees from and against all liabilities, demands, claims, damages, suits, or judgements, including attorney's fees and other costs and expenses incident thereto because of harm (including but not limited to harm arising from false arrest, searches, libel, and slander, injury or death to persons, or loss, damage or destruction to property, including the property of Customer, Company, and third persons, resulting from the negligence of Company or its directors, officers, agents, or employees, which such persons is acting within the scope of his employment.

11. Any agreement by both parties after the signing of this agreement, whether oral or written shall be considered separate and shall not affect the provisions of this agreement.

In consideration for the extension of credit, said business promises to pay for all services within the terms agreed (net 30) and agrees to pay a service charge per month of 2% per month (24% annual percentage rate) on all past due balances. **In the event any third parties are employed to collect any outstanding monies owed by said business the undersigned agrees to pay reasonable collection costs, including attorney fees, whether or not litigation has commenced, and all costs of litigation incurred.** The undersigned represents that he/she has the authority to execute this credit agreement on behalf of the business identified.

The terms of this agreement are made in good faith and written in plain language and should be interpreted as such. This agreement shall be governed by the laws of the State of New York. Any action concerning this agreement must be brought in a New York State court and the venue shall be Monroe County, New York

Date _____ _____
REPRESENTATIVE

Date _____ _____
Jack Barton, President

Fed. ID # 16-1551289 C.O.P. Security, Inc.

Addendum "A"

Director of Security

1. A Director of Security for 15 hours per week will provide the following:

   A. Reviewing all emergency plans and procedures for the school buildings.
   B. Monitoring security procedures and protocols.
   C. Assisting with the conduct of emergency drills, as necessary.
   D. Coordinating duties of Company staff with the Building Principals.
   E. Provide training for personnel on security procedures and protocols; and
   F. Other security/safety tasks as required by the Superintendent or Building Principals.

2. Security Guard services for 82.5 hours per week at times to be determined by Customer to provide coverage from the start of the school day at the MS/HS building to the end of the school day at the Elementary Building.

3. Additionally, Company agrees to remain consistent with the Customer's Code of Character, Conduct and Support, which governs expectations for student and staff behaviors while on school property and at school events.

4. Company agrees that the role of the Company's staff while on Customer's premises is to provide safety services and not to serve in the role of disciplining students for misconduct.

5. Any student discipline that will be imposed because of an incident on school premises or at a school activity is solely the responsibility of School Administration.