

# UTICA CITY SCHOOL DISTRICT



# DISTRICT – WIDE SAFETY PLAN 2023-2024

**PROJECT SAVE**

(Safe Schools against Violence in Education)

**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 stand at risk from a variety of acts of violence, as well as from natural and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Utica City School District (the district) supports the SAVE Legislation and intends to facilitate the planning and implementation process. The Superintendent of Schools encourages and advocates ongoing district-wide cooperation and support of Project SAVE.

**SECTION I: GENERAL CONSIDERATION AND PLANNING GUIDELINES**

**A. Purpose**

The Utica City Schools’ District-wide School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17, Appendix 5. At the direction of the Board of Education, the Superintendent of Schools appointed a District-wide School Safety Team.

**B. Identification of District Team**

The district has created a District-wide School Safety Team which includes the following persons:

<b>Position</b>	<b>Name</b>
Board of Education Representative	Donald Dawes
Administration Representative	Steven Falchi
Teacher Representative	Paul Femano
Community Representative	Anne Lansing
Parent Representative	Mike Ferraro
Student Representative	Mahalia Starling
District Chief Emergency Officer	Hiram Rios
Utica Police Representative	Capt. James Holt

**C. Concept of Operations**

The District-wide School Safety Plan shall be directly linked to the individual building-level emergency-response plans for each school building. This District-wide School Safety Plan will guide the development and implementation of individual building-level emergency-response plans.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the building-level emergency-response team.

Upon the activation of the school emergency-response team, the Superintendent of Schools or his designee will be notified and, where and when appropriate, local emergency officials will be notified.

Emergency response actions, including crisis response, may be supplemented by involving county and state resources through established protocols.

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

This plan shall be reviewed and maintained by the District-wide School Safety Team on an annual basis on or before July 1st of each year.

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 provides for the participation of school personnel, parents, students, and any other interested parties.

The plan will be formally **adopted by the Board of Education at the June meeting.**

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. Building-level emergency-response plans will be supplied to both local and NYS Police agencies within 30 days of adoption.

## **SECTION II: GENERAL EMERGENCY-RESPONSE PLANNING**

### **A. Identification of sites of potential emergency**

The district has established procedures for the identification of potential sites and the internal and/or external hazards that may be present in them. These procedures are developed in coordination with the local emergency management office, fire department, and law enforcement agencies and the use of a risk-probability checklist. Appendix 2 of this plan includes the risk-probability checklist and the results of this evaluation.

### **B. Actions in response to an emergency**

The district has identified the following general response actions to emergencies. These actions include:

School cancellation;  
Early dismissal;  
Evacuation;  
2 hour delay;  
Shelter in place;  
Lockout;  
Lockdown;  
Hold in place;  
Use of School District Communication platforms which include The Utica City School District website, Utica Schools websites, the Utica City School District Facebook page, The Utica City School District App, Channel 3 and school messenger automated telephone calls.

The building-level emergency-response plans include identification of specific procedures for each action depending upon the emergency. Emergencies include, but are not limited to:

Threats of violence;  
Hostage/Kidnapping;  
Natural Hazard/Weather-related;  
Civil disturbance;  
School bus accident;  
Gas leak;  
Systems failure;

Fire/Explosion.

### **C. District resources and personnel available for use during an emergency**

The district has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the building-level emergency-response plans as deemed appropriate by the district incident command team (Appendix 7).

Specific personnel and resources are identified in the building-level emergency-response plans.

### **D. Procedures to coordinate the use of school resources during emergencies**

The district uses the incident-command-system model (Appendix 7) for emergency actions. For district-wide emergencies, the incident commander will be the Superintendent of Schools or his designee. In building-level emergencies, the administrator-in-charge or his/her designee will act as the incident commander. The incident commander is authorized to activate such resources and personnel as are appropriate to the incident. The incident commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the building-level emergency-response plan. Building-level incident command staff are identified in the building-level emergency-response plans.

### **E. Annual multi-hazard school training for staff and students**

The district will conduct annual training for both staff and students in school safety issues. Training will be coordinated by the Superintendent of Schools and may consist of classroom activities, general assemblies, tabletop exercises, full-scale drills, or other appropriate actions to increase the awareness and preparedness of staff and students.

Drills and other exercises will be coordinated with local, county, and state emergency responders and preparedness officials. Existing plans will be revised in response to post-incident evaluations of these drills.

Training procedures and framework are included in Appendix 3.

## **F. Staff Development**

All candidates applying for teacher certification as of February 2, 2001 will have completed two hours of training in school violence prevention and intervention prior to that application.

Provision for two hours of staff development with respect to school violence prevention, intervention, and response will be included in professional development plans.

At least one hour of school violence prevention and intervention training for all staff will be provided annually.

The Superintendent of Schools, will be responsible for implementing instructional staff development programs.

The Superintendent of Schools, will be responsible for non-instructional staff development with respect to school violence.

Staff development resources and other related information are listed in Appendix 3.

## **SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE**

### **A. Policies and procedures for responding to implied or direct threats of violence or acts of violence by students, teachers, other school personnel, and visitors to the school.**

The district has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence and are included in Appendix 4 of this document.

### **B. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.**

Law enforcement officials will be contacted by the incident commander in line with the building-level emergency-response plan (see Appendix 6) and will be requested based upon the “closest response agency” concept to ensure that response to the

incident is as rapid as possible. In most cases, law enforcement agencies will be contacted through the 911 system, which will dispatch the appropriate agency (see Appendix 8).

**C. Appropriate response to emergencies.**

The district recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The building-level emergency-response plans detail the appropriate response to such emergencies.

**D. Policies and procedures to contact parents, guardians, or persons in parental relation to the students in the event of a violent incident or an early dismissal.**

The district will contact appropriate parents, guardians, or persons in parental relation via media release, telephone contact (via school district messenger), or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the building-level emergency-response plans.

**SECTION IV: COMMUNICATION WITH OTHERS**

**A. Procedures for obtaining assistance during emergencies from emergency services organizations and local government agencies.**

During emergencies, local government agencies, including emergency services, can be obtained via the local emergency management office or through the local emergency-communication center. The incident commander will authorize the procurement of these agencies. District’s local emergency management office information:

<b>Emergency Management Office</b>	<b>Contact Name</b>	<b>Phone #</b>
Oneida Co. Emergency Services Office	Edward Stevens	315-765-2527

**B. Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law.**



The district will rely on the advice of the local emergency management office listed above.

**C. A system for informing all educational agencies within the district of a disaster.**

The district will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The incident commander will determine the extent of notification and delegate its delivery.

**D. Maintaining certain information about each educational agency located in the school district.**

Each building-level emergency-response plan will include the following:

- School population;
- Number of staff;
- Transportation needs;
- Business and home telephone numbers of key officials of each educational agency.

The building-level school safety teams will ensure this information is current and accurate.

**SECTION V: PREVENTION AND INTERVENTION STRATEGIES.**

**A. Policies and procedures for the dissemination of informative materials.**

The district is committed to the use of the interpersonal violence prevention education package for all students when available.

**B. Prevention and intervention strategies.**

The district continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies include, but are not limited to:

Collaborative agreements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations;

- Nonviolent conflict-resolution training programs;
- Peer-mediation programs and youth courts;
- Extended-day and other school safety programs.

**C. Strategies for improving communication among students and between students and staff and for the reporting of potentially violent incidents.**

The district recognizes that communication is a vital key in the prevention and intervention of violence in schools. To that end, the district utilizes programs in the following areas:

- Youth-run programs (to include safe schools programs and afterschool programs);
- Peer mediation;
- Conflict resolution;
- Creating a forum or designating a mentor for students concerned with bullying or violence;
- Establishing anonymous reporting mechanisms for school violence;
- Student Bullying Boxes.

## APPENDICES

### Appendix 1

The following is a listing of all school buildings covered by the District-wide School Safety Plan with addresses of buildings and contact names and telephones numbers of building staff.

<b>Building Name</b>	<b>Address</b>	<b>Contact Name</b>	<b>Telephone #</b>
<b>Albany Elementary School</b>	1151 Albany Street	<b>Brent Dodge, Principal</b>	(315) 368-6501
		Secretary	(315) 368-6500
		Nurse	(315) 368-6502
		Custodian	(315) 368-6506
<b>Christopher Columbus Elementary School</b>	934 Armory Drive	Elizabeth Gerling, Principal	(315) 368-6522
		Secretary	(315) 368-6820
		Nurse	(315) 368-6523
		Custodian	(315) 368-6528
<b>Roscoe Conkling Elementary School</b>	1115 Mohawk Street	Heather Galinski, Principal	(315) 368-6802
		Secretary	(315) 368-6815
		Nurse	(315) 368-6803
		Custodian	(315) 368-6811
<b>Administration Bldg.</b>	929 York Street rear	<b>Heather Mowat, School Business Official</b>	(315) 792-2224
<b>Senator Donovan Middle School</b>	1701 Noyes Street	Ann Marie Palladino, Principal	(315) 368-6542
		Rebecca Guerro, Assistant Principal	(315) 368-6544
		<b>Deanna Pecheone, Assistant Principal</b>	(315) 368-6555
		Secretary	(315) 368-6541
		Nurse	(315) 368-6552
		Custodian	(315) 368-6550

<b>General Herkimer Elementary School</b>	420 Keyes Road	William Smith Jr, Principal	(315) 368-6601
		Secretary	(315) 368-6600
		Nurse	(315) 368-6602
		Custodian	(315) 368-6605
<b>John F. Hughes Elementary School</b>	24 Prospect Street	Mary Belden, Principal	(315) 368-6621
		Secretary	(315) 368-6620
		Nurse	(315) 368-6623
		Custodian	(315) 368-6627
<b>Thomas Jefferson Elementary School</b>	190 Booth Street	Tricia Norton, Principal	(315) 368-6701
		Secretary	(315) 368-6700
		Nurse	(315) 368-6702
		Custodian	(315) 368-6704
<b>Hugh R. Jones Elementary School</b>	2630 Remington Road	Tricia Hughes, Principal	(315) 368-6741
		Secretary	(315) 368-6740
		Nurse	(315) 368-6746
		Custodian	(315) 368-6744
<b>John F. Kennedy Middle School</b>	500 Deerfield Drive East	Colin Clark, Principal	(315) 368-6642
		Andrew DeJesus, Assistant Principal	(315) 368-6688
		Andrew Kierpiec, Assistant Principal	(315) 368-6694
		Secretary to the Principal	(315) 368-6641
		Main Office/Information	(315) 368-6641

		Nurse	(315) 368-6644
		Custodian	(315) 368-6652
<b>Kernan Elementary School</b>	929 York Street	<b>Dominick Timpano, Principal</b>	(315) 368-6762
		Secretary	(315) 368-6760
		Nurse	(315) 368-6764
		Custodian	(315) 368-6766
<b>Dr. M. L. King, Jr., Elementary School</b>	211 Square Street	Jennie Sikora, Principal	(315) 368-6721
		Secretary	(315) 368-6720
		Nurse	(315) 368-6723
		Custodian	(315) 368-6727
<b>Thomas R. Proctor High School</b>	1203 Hilton Avenue	<b>Ken Szczesniak, Acting Principal</b>	(315) 368-6449
		Kirt Broedel, Assistant Principal	(315) 368-6410
		<b>Alicia Mroz, Assistant Principal</b>	(315) 368-6412
		Tammy Sharpe, Assistant Principal	(315) 368-6413
		Maribeth Pedulla, Assistant Principal	(315) 368-6419
		Secretary to the Principal	(315) 368-6404
		Main Office – Information	(315) 368-6401
		Nurse	(315) 368-6433
		Head Custodian	(315) 368-6139
<b>Watson Williams Elementary School</b>	107 Elmwood Place	Cheryl Minor, Principal	(315) 368-6781 office (315) 941-8454 cell

		Secretary	(315) 368-6780
		Nurse	(315) 368-6782

## Appendix 2

### District-wide Risk Determination

Using the risk probability checklist on p.15 and the recommendations of local law enforcement and emergency-response personnel, the district has determined that the following risks apply to all district buildings:

- Winter storms and blizzards;
- High winds;
- Severe thunderstorms;
- Hazardous materials;
- Transportation accidents.

In addition, the district recognizes that every school building has the potential for violent incidents, including:

- Hostage situation;
- Weapons incident;
- Kidnapping;
- Intruder;
- Threats of violence.

The district has determined that the following buildings have the potential for additional emergencies based upon their proximity to external hazards (dams, flood-prone areas, industrial sites, etc.) or to internal hazards.

#### Building Risk Determination

<b>Building</b>	<b>Address</b>	<b>Internal Hazards</b>	<b>External Hazards</b>

## Utica City School District RISK PROBABILITY CHECKLIST

	YES	NO
Has your region ever been short of water due to <b>drought</b> conditions? Natural Hazard: Drought and Extreme Heat		<b>X</b>
Have you ever felt an <b>earthquake</b> tremor while in your community? Natural Hazard: Earthquake		<b>X</b>
Do you live in or adjacent to a major forest region? Natural Hazard: Forest Fire		<b>X</b>
Have <b>forest fires</b> ever occurred within a 25-mile radius of your district? Natural Hazard: Forest Fire		<b>X</b>
Do you live in a state having great or moderate risk from <b>landslides</b> occurring? Natural Hazard: Landslide		<b>X</b>
Is your district located in a valley downstream from a man-made dam? Natural Hazard: Mudflow		<b>X</b>
Has your community ever experienced a <b>winter storm</b> ? Natural Hazard: Winter Storms and Blizzards	<b>X</b>	
Are severe winter storms a frequent occurrence? Natural Hazard: Winter Storms and Blizzards.	<b>X</b>	
Is your community in an area visited by thirty or more <b>thunderstorms</b> per year? Natural Hazard: Severe Thunderstorms	<b>X</b>	
Do you live in a state with a coastline on the Atlantic Ocean or Gulf of Mexico? Natural Hazard: Hurricane		<b>X</b>
Has your state ever been crossed by the path of a <b>hurricane</b> ? Natural Hazard: Hurricane	<b>X</b>	
Is your district on or near a river or stream floodplain? Natural Hazard: Flood and Flash Floods	<b>X</b>	
Have <b>floods</b> or <b>flash floods</b> ever affected your home or community? Natural Hazard: Floods and Flash Floods		<b>X</b>
Do <b>tornadoes</b> present a major or moderate risk to your region? Natural Hazard: Tornado	<b>X</b>	
Do you live in a western state that has been or might be affected by ash fall from a <b>volcanic eruption</b> ? Natural Hazard: Volcanic Hazard		<b>X</b>
Are there any factories, warehouses, or disposal areas near your community that produce or use toxic chemicals or other <b>hazardous materials</b> ? Technological Hazard: Hazardous Materials		<b>X</b>
Is your district within a few miles of a main highway, waterway or railroad line? Technological Hazard: Transportation Accident	<b>X</b>	
Have major <b>transportation accidents</b> ever disrupted traffic patterns in your community? Technological Hazard: Transportation Accident	<b>X</b>	
Is your district within a fifty-mile radius of a <b>nuclear power facility</b> ? Technological Hazard: Radiological Incident		<b>X</b>
Are there any <b>radioactive waste</b> dump sites in your state? Technological Hazard: Radiological Incident		<b>X</b>
Are there any man-made <b>dams</b> built along the river nearest your district? Technological Hazard: Dam Disaster		<b>X</b>



### **Appendix 3**

Violence prevention, intervention, and response staff development programs for instructional and non-instructional staff will be included in Building-level staff meetings, Professional Development meetings, and Superintendent's Conference Days.

The annual "Go-Home Drill" will be conducted on November 21, 2023 unless otherwise determined by the Superintendent of Schools.

During the 2023-24 school year, the following drills and exercises will be conducted:

- 8 Fire drills at each school;
- 4 Lockdown drills per school;
- Two hour delay.

## **Appendix 4**

### Code of Conduct

## Appendix 5

### COMMISSIONER'S REGULATION

#### **155.17 School Safety Plans.**

(a) Development of school safety plans.

Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by July 1st for the 2002-2003 through the 2015-2016 school years and by September 1st for the 2016-2017 school year and each subsequent September 1st thereafter, a comprehensive district-wide school safety plan and building-level emergency response plans regarding crisis intervention and emergency response and management, provided that in the City School District of the City of New York, such plans shall be adopted by the chancellor of the city school district. Such plans shall be developed by a district-wide school safety team and a building-level emergency response team, as such terms are defined in subdivision (b) of this section, and shall be in a form developed by the commissioner in consultation with the Division of Criminal Justice Services, the superintendent of the State Police and any other appropriate State agencies. Each district-wide school safety plan and building-level emergency response plan shall be reviewed by the appropriate school safety team on at least an annual basis, and updated as needed.

(b) Definitions.

As used in this section:

(1) Educational agencies means public and nonpublic elementary and secondary schools, public and private nursery schools, approved private schools for the education of students with disabilities as defined in section 200.1(d) of this Title, and public and private schools for the education of preschool children with disabilities.

(2) Superintendent means a superintendent of schools or a district superintendent of schools, as appropriate.

(3) Disaster means occurrence or imminent threat of widespread or severe damage, injury, or loss of life or property resulting from any natural or manmade causes, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, war or civil disturbance.

(4) Emergency means a situation, including but not limited to a disaster that requires immediate action, occurs unpredictably, and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.

(5) Emergency services organization means a public or private agency, organization or group other than a governmental agency, which provides police, fire, medical, ambulance, rescue, housing or other services for the relief of human suffering, injury or loss of life or property as a result of an emergency.

(6) School cancellation means a determination by school officials that a school or schools should not be in session for one or more school days due to an emergency.

(7) Early dismissal means returning students to their homes or other appropriate locations before the end of the school day.

(8) Evacuation means moving students for their protection from a school building to a predetermined location in response to an emergency.

(9) Sheltering means keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated.

(10) Lock-down means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lock-down will only end upon physical release from the room or secured area by law enforcement.

(11) Building-level emergency response plan means a building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and has the contents prescribed in paragraph (c)(2) of this section.

(12) Building-level emergency response team means a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the board of education, the chancellor in the case of New York City, or other governing body. The building-level emergency response team is responsible for the designation of the emergency response team and the development of the building-level emergency response plan and its required components. The building-level emergency response team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance, fire officials or other emergency response agencies, and any other representatives the school board, chancellor or other governing body deems appropriate.

(13) District-wide school safety plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the school district, BOCES or county vocational education and extension board, that addresses crisis intervention, emergency response and management at the district level and has the contents prescribed in paragraph (c)(1) of this section.

(14) District-wide school safety team means a district-wide team appointed by the board of education, the chancellor in the case of New York City, or other governing

board. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

(15) Emergency response team means a building-specific team designated by the building-level emergency response team that is comprised of school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or State emergency response agencies and assists the school community in responding to a violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such emergency response team may be created on the district-level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.

(16) Post-incident response team means a building-specific team designated by the building-level emergency response team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such post-incident response team may be created on the district-level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.

(17) School safety plan means a district-wide school safety plan or a building-level school safety plan.

(18) Serious violent incident means an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students and/or staff because of an imminent threat to their safety or health, including, but not limited to: riot, hostage-taking kidnapping and/or the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury.

(c) District-wide school safety plans and building-level emergency response plans. District-wide school safety plans and building-level emergency response plans shall be designed to prevent or minimize the effects of violent incidents and emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such incidents or emergencies.

(1) District-wide school safety plans. A district-wide school safety plan shall be developed by the district-wide school safety team and shall include, but not be limited to:

(i) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which for the purposes of this subdivision shall include suicide;

(ii) policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence;

(iii) appropriate prevention and intervention strategies, such as:

(a) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;

(b) nonviolent conflict resolution training programs;

(c) peer mediation programs and youth courts; and

(d) extended day and other school safety programs;

(iv) policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident;

(v) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;

(vi) except in a school district in a city having a population of more than one million inhabitants, the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law;

(vii) except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;

(viii) except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;

(ix) policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal;

- (x) policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide;
- (xi) policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;
- (xii) policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;
- (xiii) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner;
- (xiv) procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials;
- (xv) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;
- (xvi) strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;
- (xvii) a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;
- (xviii) in the case of a school district, except in a school district in a city having more than one million inhabitants, a system for informing all educational agencies within such school district of a disaster; and
- (xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:

- (a) coordination of the communication between school staff, law enforcement, and other first responders;
- (b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;
- (c) ensure staff understanding of the district-wide school safety plan;
- (d) ensure the completion and yearly update of building-level emergency response plans for each school building;
- (e) assist in the selection of security related technology and development of procedures for the use of such technology;
- (f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
- (g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and
- (h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

(2) Building-level emergency response plan. A building-level emergency response plan shall be developed by the building-level emergency response team, shall be kept confidential, including but not limited to the floor plans, blueprints, schematics or other maps of the immediate surrounding area, and shall not be disclosed except to authorized department or school staff, and law enforcement officers, and shall include the following elements:

- (i) policies and procedures for the response to emergency situations, such as those requiring evacuation, sheltering, and lock-down, which shall include, at a minimum, the description of plans of action for evacuation, sheltering, lock-down, evacuation routes and shelter sites, and procedures for addressing medical needs, transportation and emergency notification to persons in parental relation to a student;
- (ii) designation of an emergency response team, other appropriate incident response teams, and a post-incident response team;
- (iii) floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area;
- (iv) establishment of internal and external communication systems in emergencies;
- (v) definition of the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS);
- (vi) coordination of the building-level emergency response plan with the statewide plan for disaster mental health services to assure that the school has access to Federal, State and local mental health resources in the event of a violent incident;
- (vii) procedures for an annual review of the building-level emergency response plan and the conduct of drills and other exercises to test components of the building-level



emergency response plan, including the use of tabletop exercises, in coordination with local, county, and State emergency responders and preparedness officials;

(viii) policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property;

(ix) in the case of a school district, except in a school district in a city having more than one million inhabitants, certain information about each educational agency located in the school district, including information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each such agency.

(3) Each board of education, chancellor or other governing body shall make each district-wide safety plan available for public comment at least 30 days prior to its adoption. Such district-wide plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. Each district shall file a copy of its district-wide safety plan with the commissioner and all amendments to such plan shall be filed with the commissioner no later than 30 days after their adoption. Each board of education, chancellor or other governing body or officer shall ensure that a copy of each building-level emergency response plan and any amendments thereto, is filed with the appropriate local law enforcement agency and with the State Police within 30 days of its adoption, but no later than October 15, 2016 and each subsequent October 15th thereafter. Building-level emergency response plans shall be confidential and shall not be subject to disclosure under article six of the Public Officers Law or any other provision of law.

(d) Use of school property.

Each board of education and board of cooperative educational services shall cooperate with appropriate State, county and city agencies in developing agreements for the use of school-owned facilities and vehicles during a disaster. School districts and boards of cooperative educational services are required to relinquish to the appropriate State or county agencies the control and use of school transportation vehicles and facilities in accordance with county emergency preparedness plans or directives.

(e) Communication liaisons.

(1) Except in a school district in a city having a population of more than one million inhabitants, each district superintendent, during a local or State emergency, shall act as the chief communication liaison for all educational agencies within the supervisory district territorial limits.

(2) The superintendent of schools in the Cities of Buffalo, Rochester, Syracuse and Yonkers, during a local or State emergency, shall act as the chief communication liaison for all educational agencies located within the city district.

(f) Reporting.

Each superintendent shall notify the commissioner as soon as possible whenever the emergency plan or building-level school safety plan is activated and results in the closing of a school building in the district, and shall provide such information as the commissioner may require. School districts within a supervisory district shall provide such notification through the district superintendent, who shall be responsible for notifying the commissioner. Such information need not be provided for routine snow emergency days.

(g) Instruction.

Each public school superintendent and each chief school administrator of an educational agency other than a public school shall take action to provide written information, by October 1st of each school year, to all students and staff about emergency procedures.

(h) Fire and emergency drills.

Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

(1) Parents or persons in parental relation shall be notified at least one week prior to the drill.

(2) Such drills shall test the usefulness of the communications and transportation system during emergencies.

(3) The provisions of section 175.5(a) of this Title regarding the length of school day for State aid purposes shall not apply to school days in which less than the minimum number of hours is conducted because of an early dismissal pursuant to this subdivision.

(i) Reports by educational agencies.

Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.

(j) Nothing contained in subdivision (a) or (c) of this section shall prevent an educational agency from using, in part or in total, an emergency management plan previously developed in cooperation with a county or other municipality as the emergency management plan required in this section until the adoption of school safety plans as required by subdivision (b) of this section; provided, however, that all applicable requirements of this section shall be met.

(k) Commissioner of Education.

The Commissioner of Education or his or her designee may order emergency response actions by individual school districts in the event that the local officials are unable or unwilling to take action deemed to be appropriate by State and/or county emergency personnel in accordance with county or State emergency preparedness plans or directives.

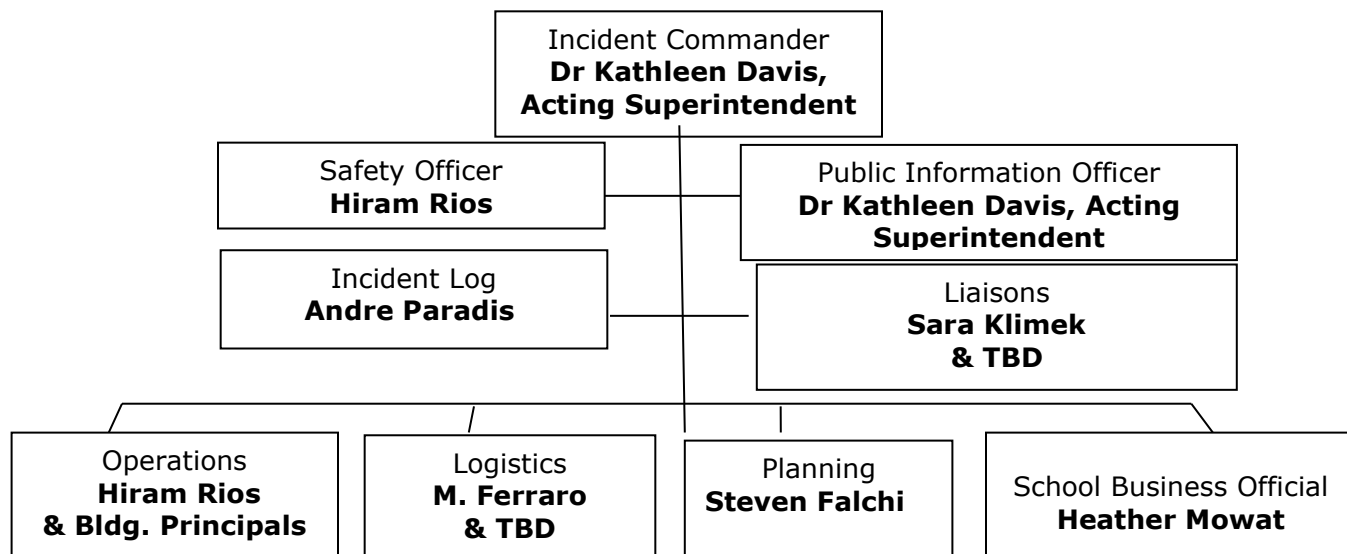
**Appendix 6**

Building-level Emergency-Response Plans  
(Filed with New York State Police and Utica Police Department)

(Classified Information)

## Appendix 7

### Utica City School District Incident Command Team



**Incident Commander** – Responsible for the direction of the district response in a district-wide emergency (Superintendent) or the building response in a building-level emergency (building administrator).

**Public Information Officer** – Compiles and releases information to the news media.

**Safety Officer** – Monitors the district response in an attempt to prevent injuries from occurring to both those involved in the incident and those trying to resolve it.

**Liaison** – Represents the district by working with responding agencies (law enforcement, fire EMS, utilities, etc.) and other school districts that may be involved in the incident.

**Incident Log** – Keeps a written log of all incident events and updates appropriate command-post personnel on significant developments.

**Operations** – Responsible for directing the implementation of action plans and strategies for incident resolution.

**Logistics** – Responsible for providing all resources (personnel, equipment, facilities, services) required for incident resolution.

**Planning/Intelligence** – Responsible for collecting, evaluating, and disseminating the information needed to measure the size, scope, and seriousness of an incident and to plan a response.

**Administration/Finance** – Responsible for all cost and financial matters related to the incident.

**Appendix 8**  
**Utica City School District**

**Emergency Telephone Numbers**

Utica Police Department	“9” <b>911</b>	(315) 735-3301
Utica Fire Department	“9” <b>911</b>	Non-emergency: (315) 731-2000 Administration: (315) 724-5151
Ambulance: Kunkle	“9” <b>911</b>	(315) 797-4111
Utica Fire Department		(315) 724-5151
Utilities: National Grid		General: 1-800-642-4272 Power Outage: 1-800-867-5222 Gas emergency: 1-800-892-2345
Poison Control Center		1-800-222-1222
St. Elizabeth Hospital		Emergency room: (315) 798-8111 General info: (315) 798-8100
Faxton-St. Luke’s Health Care		Emergency room: (315) 624-6112
General info:		(315) 624-6000
Oneida Co. Emergency Services		(315) 765-2527
NYS Police	“9” <b>911</b>	(315) 736-0121 (315) 366-6000
Oneida Co. Sheriff	“9” <b>911</b>	(315) 798-5862

## Appendix 9

### **Pandemic Preparedness Plan**

#### **Introduction**

The Utica City School District understands the importance of preparedness in the event of a global pandemic such as the current spread of the Novel Coronavirus (COVID-19) which began at the end of 2019 and reached the United States in the early months of 2020. This plan is based on the most recent guidance from United States Centers for Disease Control (CDC), the New York State Department of Health (NYDOH) and the New York State Education Department (NYSED). The plan must be fluid and be able to be adjusted according to directives and orders issued by local and state government officials including *Executive Orders* issued by the Governor of the State of New York.

#### **Emergence of Viral Contagion**

- Monitor and disseminate guidance and information from the Centers for Disease Control (CDC), the New York State Department of Health (NYDOH) and the New York State Education Department (NYSED) in order to determine the appropriate response(s) and next steps.
- Implement enhanced cleaning and disinfecting procedures in each and every school building including the cleaning of high traffic and frequently touched areas.
- Consult with the transportation provider to ensure the proper disinfecting of school busses.
- Provide training for all school district personnel in the applicable Centers for Disease Control, New York State Department of Health and New York State Education Department guidance.
- Communicate important information to parents and staff through the use of district media including the school district website, each school website, the school district *Facebook* page and Channel 3.
- Re-educate students and staff in the proper ways to reduce the spread of germs using the following prevention guidance from the Centers for Disease Control (CDC):
  - *Avoid close contact with people who are sick.*
  - *Avoid touching your eyes, nose, and mouth.*
  - *Stay home when you are sick.*
  - *Cover your cough or sneeze with a tissue, then throw the tissue in the trash.*

- *Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.*
- *Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing.*
- *If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water if hands are visibly dirty.*
- Monitor students and staff for known symptoms.
- Monitor travel restrictions; work in conjunction with the Oneida County Health Department to make decisions about possible quarantines.
- Confirm and ensure a mode of communication with students and parents; begin to prepare standards-based remote instruction in the event of an extended school closure.
- Evaluate school sponsored activities including field trips in order to make a decision on whether to cancel or postpone such events.
- Review protocols established in the event of an extended school closure including the provision of instruction to students and other necessary functions such as payroll, insurance, accommodations for ENL and Special Education students, meal distribution, and child care.
- Monitor student and staff absenteeism. Report abnormalities and communicate with the Oneida County Health Department for further information/guidance.

### **Positive test result for student or staff member**

- Immediate notification by schools to the District Office/ Oneida County Health Department in the event that any student or staff member is reported to have a confirmed positive test result. Implement guidance from the Oneida County Health Department with respect to any type of quarantine.
- Pursuant to protocols established by the New York State Department of Health, in the event that a student or staff member tests positive for a contagion, the affected school building will be closed for an initial minimum period of twenty-four (24) hours and notification will be made to the New York State Department of Health.
- The Oneida County Health Department will conduct an investigation to determine the contacts that the infected individual may have had within the school environment. This investigation will inform the plan determined by the Oneida



County Health Department as to any further required closure, or other necessary precautions to take for specific classrooms, or specific individuals along with recommended actions for future positive cases.

- Contact the New York State Education Department in the event of a school closure via the NYSED Business Portal using the *Report of Closure Form*. Upon the school being deemed safe to re-open, the school district will report such re-opening in the same manner using the *Report of School Re-Opening* form.
- Thoroughly clean and disinfect affected school building(s).

### **Extended School Closure**

#### ***Provision of remote instruction during an extended school closure***

- Classroom teachers will provide standards-based instruction that is equitable for students who do not have technology/internet accessibility to the greatest extent possible. Such plans will be implemented under the direction and supervision of the building principal and aligned to the appropriate grade-level and content standards.

#### ***Continuation of other important and necessary functions***

- Human Resources and Business Office department functions will continue to operate to ensure continuity of services for employees.
- All guidance from the New York State Education Department pertaining to the provision of special education services will be implemented.
- Student meal distribution will take place during an extended school closure as per the plan established by the Food Service Department.
- Collaboration with agencies for the provision of child care will take place as required.

### **Communication**

The school district understands the importance of communicating timely and accurate information to staff, parents and students and will post updates and communications to all school district media including the school district web-site, individual school building web-sites, the school district's *Facebook* page and Channel 3. The school district will also send automated calls when necessary.

**UTICA CITY SCHOOL DISTRICT  
Health & Safety Response Form**

**(THIS FORM IS NOT TO BE USED TO REPORT CAPITAL PROJECT CONSTRUCTION CONCERNS)**

Name: \_\_\_\_\_ School/Building: \_\_\_\_\_

Date: \_\_\_\_\_

School/Building concern for students' and/or staff welfare: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

***Initiator of request should keep a copy for their records and forward a copy to the Health & Safety Representative for their school/building and submit request to the appropriate person listed below:***

Requested action referred to (depending upon action needed):

- |  | <u>Date/Action Taken</u> |
|--|--------------------------|
| <input type="checkbox"/> Head Custodian          | _____                    |
| <i>or</i>  |                          |
| <input type="checkbox"/> Administrator/Principal | _____                    |

***If situation is unable to be resolved at the school/building level, please submit form to:***

Step 1 Buildings & Grounds Department \_\_\_\_\_

***Problem should be rectified within a reasonable amount of time (Step 1). If not, school/building will be notified (Step 2) and the request is then to be submitted to the Chairs/District Health & Safety Committee (Step 3) by the Building Health & Safety Representative/Committee.***

Step 2 The Building Health & Safety Committee \_\_\_\_\_

Step 3 Chairs/District Health & Safety Committee \_\_\_\_\_

Step 4 Superintendent of Schools \_\_\_\_\_

<p>Resolution:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Signature: _____ Date: _____</p>
---

**NOTE:**

**At the level resolved,** copies of the form should then be submitted to:

- Chairs/District Health & Safety Committee
- Superintendent of Schools
- Buildings & Grounds Department
- Building Administrator or Principal
- Building Health & Safety Committee or Representative
- District Union Representatives
- Initiator of Request (see Name listed above)

# Utica City School District

## Emergency Remote Instruction Plan

### Appendix 10

#### District-wide School Safety Plan (DWSSP)

#### Required for the 2023-2024 School Year

*This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities*

### **INTRODUCTION**

The Utica City 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. Additionally, the plan adheres to guidance set forth in the following Board of Education policies:

- 5300 Information Technology, Access and Security;
- 5302 Acceptable Use Policy for Network and Internet Access;
- 7006 Comprehensive Student Attendance;
- 8106 Instructional Technology;
- 8208 Remote On-line Learning; Utica City School District Code of Conduct.

### **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. It should be noted that the Utica City School District builds five (5) snow days into its yearly calendar in order to meet the required 180 student instructional days and meet the required instructional hours. Therefore, Emergency Remote Instruction **WILL NOT** take place on these days unless otherwise announced by the school district.

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 Utica City School District 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 SchoolTool. 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 procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

## **NYSED EMERGENCY REMOTE INSTRUCTION PLAN REQUIREMENTS**

The following are required components of a school district's Emergency Remote Instruction Plan pursuant to the New York State Commissioner's Regulations:

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.

**UTICA CITY SCHOOL DISTRICT**  
**EMERGENCY CLOSURE REMOTE LEARNING PLAN**

<b>POLICIES</b>	<p>The plan adheres to guidance set forth in the following Board of Education policies: 5300 Information Technology, Access and Security; 5302 Acceptable Use Policy for Network and Internet Access; 7006 Comprehensive Student Attendance; 8106 Instructional Technology; 8208 Remote On-line Learning; Utica City School District Code of Conduct.</p>
<b>COMPUTING DEVICES, AND INTERNET ACCESS</b>	<p><b><u>Personal Computing Devices</u></b>  The school district provides all students in grades K-12 access to a personal computing device such as a Chromebook. In the event of an emergency closing provisions will be made to ensure that all students have their device at home for instruction to the greatest extent possible</p> <p><b><u>Internet Accessibility</u></b>  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.</p> <p>Building principals will implement a survey of all students in each class during the first week of school to determine which students will need a mobile Wi-Fi device. The district will provide mobile Wi-Fi devices to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p><b><u>Device Deployment</u></b>  The school district’s technology department will work with the school building principals to ensure that said devices, including a personal computing device and mobile Wi-fi device (if needed) are assigned to each student, and that there is a deployment plan in place in the event of a shutdown. This plan will be in place prior to the beginning of the new school year. In the event that a shutdown occurs when the school day is in session, said devices will be sent home with each student. Should a shutdown occur following the regular school day, parents will be notified as soon as practical of the time and location to pick up said devices. The deployment plan will be communicated to parents via all school district communication platforms, including the following:</p> <ul style="list-style-type: none"> <li>• School district and individual school websites</li> <li>• Parentsquare</li> <li>• Facebook</li> <li>• Channel 3</li> </ul> <p>All teachers 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.</p>
<b>PEDAGOGY/CONTINUITY OF LEARNING</b>	<p><b><u>Virtual Platform</u></b>  The Utica City School District has adopted the Google Classroom as their primary instructional platform. The school district requires that each faculty member including classroom teachers, counselors, social workers, and related service providers will establish a Google Classroom prior to the start of student attendance each school year. The building principal will ensure training and have identified staff available to assist teachers in need of assistance. Teachers will ensure that students are able to access and navigate the Google Classroom and other instructional software platforms, as well as the adopted virtual conferencing platform that will be utilized to deliver synchronous instruction.</p>

	<p><b><u>Use of District provided Instructional Technology and Applications to Support Virtual Instruction</u></b></p> <p>District adopted instructional technology, including software applications and other digital resources are available through the school district’s technology platform 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.</p> <p><b><u>Instructional Modalities</u></b></p> <p>The instructional approach will consist primarily of synchronous instruction, to be delivered as per the school timetable in accordance with the school year classroom and student schedules.</p> <p>Synchronous “Live” Instruction will be delivered using district adopted virtual mediums such as Google Meet or Zoom. Under this model, teachers are required to deliver real time, live instruction to a full group or subset of students, according to the student’s normal daily schedule. The duration of synchronous instruction may be modified at the K-2 grade levels at the discretion of the school district, incorporating “teacher check-ins” in order to ensure that synchronous instruction is age and developmentally appropriate. Teachers may incorporate asynchronous or project-based opportunities within this model.</p> <p>It is critical that teachers make personal connections with all students during scheduled class times. 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.</p>
<p><b>STUDENT EXPECTATIONS/VIRTUAL LEARNING ETTQUITTE</b></p>	<p>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.</p> <ul style="list-style-type: none"> <li>• All students are expected to practice appropriate digital etiquette and responsible behavior during assigned synchronous instruction: <ul style="list-style-type: none"> <li>○ Mute yourself on during virtual lessons as directed by your teacher</li> <li>○ <b>Cameras are to be kept on during classroom meets</b> unless directed specifically by your teacher to do otherwise.</li> </ul> </li> <li>• Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other such locations are not appropriate or acceptable.</li> <li>• 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.</li> </ul> <p>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.</p>



	<p><b>Pursuant to Utica City School District Board of Education Policy: <u>8208 Remote On-line Learning:</u></b></p> <p><i>Please be advised that all remote instructional lessons and/or sessions are the property of the Utica City School District. Furthermore, they are only intended for the students officially enrolled in the designated class. Any recording or distribution of the lessons and/or sessions by anyone other than a District employee is strictly prohibited. Any unauthorized recording or distribution may constitute violations of state and federal law, including but not limited to the United States Family Educational Rights and Privacy Act (FERPA), the Children’s Online Privacy Protection Act (COPPA), and New York State Education Law 2-d, as well as potential copyright violations of educational tools used in the presentation of virtual classes. Any student violations will be subject to discipline and penalties in accordance with the District’s Code of Conduct, and may impact the ability of the District to provide remote instruction.</i></p>
<p><b>DAILY SCHEDULE</b></p>	<p>The virtual day will follow the same schedule framework as the High School, Middle School 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, as well as including time for planning periods as designated in the teacher schedule. Students will attend all assigned classes at their scheduled time, including “specials” or elective classes. Teachers will be available, virtually, to assist students from the end of the last class period until the end of their contractual day.</p>
<p><b>COMMUNICATION PROTOCOL: INTERVENTION</b></p>	<p>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.</p>
<p><b>SPECIAL SERVICES</b></p>	<p>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. Teacher assistants will be present in virtual classrooms as per their daily schedule. Social workers and Related service providers will provide services as per the student IEP, virtually, and in accordance with the regularly scheduled session to the greatest extent possible. Any missed periods of service provision will be immediately reported to the parent, school building principal and the Administrator for Special Education</p>
<p><b>NON- INSTRUCTIONAL SERVICES</b></p> <ul style="list-style-type: none"> <li>● <b>TRANSPORTATION</b></li> <li>● <b>FOOD SERVICE</b></li> <li>● <b>MAINTENANCE</b></li> <li>● <b>CUSTODIAL</b></li> <li>● <b>CLERICAL/ ADMINISTRATIVE SUPPORT</b></li> </ul>	<p>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.</p>

## **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.

## **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. **A district remote instructional day is equivalent to the same number of hours as an in-person instructional day.**

## **TRANSPORTATION**

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. 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.

## **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<sup>TH</sup>**

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.

## 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.

## **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.