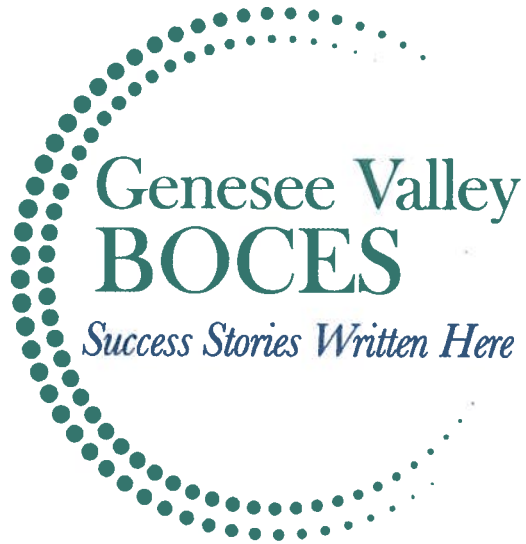
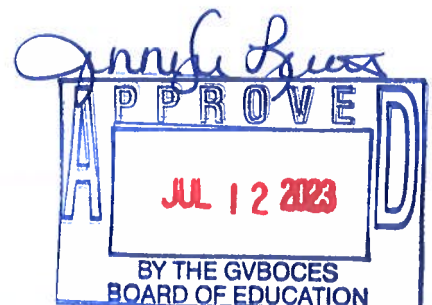


Genesee Valley BOCES

District Wide Safety Plan



Update: May 31, 2023



General Considerations and Planning Guidelines

Purpose

The Genesee Valley BOCES (GVB) SAVE Plan was developed pursuant to Commissioner's Regulation 155.17. GVB has a District Wide Plan and Building level plans for each student occupied building. Building level plans are approved by the BOE in executive session and cannot be FOILED because they contain sensitive information.

Concept of Operations

- The initial response to all emergencies at GVB will be by the School Emergency Response Team consisting of the District Superintendent, Deputy Superintendent, Director of Programs, Principals, Director of Safety, Security and Operations, Public Relations Coordinator, Chief Financial Officer, IT Director, the President of the Teachers Union or designee and School Board Member.
- Upon the activation of the School Emergency Response Team, the School Superintendent or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- County and State resources through existing protocols may supplement efforts.

District Safety Team

CHAIN OF COMMAND

The chain of command is dynamic following NIMS protocols.

- District Superintendent
- Deputy Superintendent
- Director of Programs
- Chief Financial Officer
- Director of Safety, Security and Operations
- Public Relations Coordinator
- Building Principals
- IT Director
- President of Teachers Union
- Board Member

Procedures for Core response actions:

School Cancellation

The District Superintendent may cancel school before the beginning of the day. The Superintendent will contact the appropriate personnel as well as contact the media and activate the automated calling system.

School cancellations will be announced on:

- | | |
|------------------|---------------------------|
| WBTA (1490AM) | WHEC (Channel 10) |
| WBEN (930AM) | WHAM (Channel 13/1180 AM) |
| WKBW (Channel 7) | Spectrum News |

Early Dismissal

- A. Release will need a one-hour advance notice
 - 1) The District Superintendent and Deputy Superintendents will make the decision for early dismissal.
 - 2) The Deputy Superintendent will notify the building principals.

(Early Dismissal Continued)

- 3) Building Principals will notify the media.
 - 4) The Principals will notify faculty and the students.
 - 5) The Secretary to the Superintendent of Special Ed/Business office staff will make contact to Districts that GVB students attend.
- B. The Building Principals and staff will implement emergency evacuation telephone tree. Calls to all parents are made
 - C. The Principal will make an announcement that any students that need a phone to contact parents can come to the office.
 - D. The Superintendent will assess the circumstances of the situation and determine and communicate the specific release time for faculty and staff.

Evacuation Procedures

- A. Notify 911
- B. Insure all occupants are notified to evacuate using the fire alarm, public announcement system, or other means depending on the nature of the emergency.
- C. Notify the District Superintendent
- D. Staff shall take students to a predetermined sheltering site following established fire drill procedures.
- E. Staff will stay with students until the end of the emergency and until released by the senior administrator.

Lockdown

There may be time when it is necessary to LOCKDOWN a building. A building administrator, faculty, or staff member may initiate a lockdown based upon an actual or imminent threat (not including bomb threats) or violent event. A lockdown is the response to the worst-case scenario, and must be executed with appropriate urgency and seriousness.

Lockdown Objectives:

- To minimize injury and death.
- To facilitate effective response.
- To move as many people as possible to a safe place.
- To neutralize the treat.

Lockdown Procedures

- Lockdown will be announced by the PA system or otherwise.
- Lockdown must be immediate and deliberate. The announcement of a lockdown shall be as follows: “LOCKDOWN! LOCKDOWN! LOCKDOWN!”

(Lockdown Procedures Continued)

- Do not use codes, colors or cards.
- Call 911 and report your situation.
- Consider a lockdown for adjacent school buildings as well.
- Immediately gather students from hallways into class rooms or offices. This includes common areas and restrooms immediately adjacent to classrooms.
- Lock classroom doors and have students take a seated position on the floor next to the wall out of view from the door window. Stay out of sight.
- Do not cover windows
- Leave the window blinds and lights as they are
- Document and attend to any injuries.
- No one should be allowed to enter or leave a classroom or office under any circumstances.
- Do not allow anyone into your secured area.
- Do not answer a classroom telephone.
- Do not respond to a fire alarm unless imminent signs of fire are observed. Doing so could compromise the safety of those already secured.
- Do not talk out within the secured area except only as absolutely necessary
- Do not respond to the intercom, public address system other announcements.
- Take attendance-include additions. Missing students last known locations should be noted. Keep this record for when you are released from the lockdown.
- Substitute teachers should be trained but, please assist them if it is apparent they are not following procedures. Keys to lock their door may be an issue.

Conclusion

Lockdown will end only when you are physically released from your room by emergency responders or other authority.

Secure

Secure is the response to an actual or potential threat from outside the school building. An example of such a threat might be an escaped fugitive, custodial interference or a disgruntled employee or spouse. Where the situation warrants, the school faculty, staff, and students are aware of but not disrupted by such response being activated. Consequently, the school day continues as normal except for the termination of all outside activities. In some cases, the details of a lockout do not need to be shared with the students to protect the identity of the individuals involved and minimize disruption to the school.

Secure objectives:

- To keep any threat of violence or a dangerous incident out of the school building.
- To promote minimal disruption to the education process when there is a potential or actual incident outside the school building.

Secure Procedures:

Secure will be announced via the intercom, Public Address System (PA) or otherwise. Use plain language to announce the Secure action:

“Students and staff, the school is currently in the Secure Action due to (cause). No one is allowed in or out of the building at this time, Stay inside and continue with your day.”

If a school is in secure because they were notified by police of a local situation, there is no need to call to advise police of the lockout. However, the school should keep the police advised of any change in status to your building. If the school is initiating the secure action due to a situation or potential incident discovered at the school, they should advise police of the action.

- All outdoor activities shall cease and be immediately moved indoors (ie: gym classes, playground, etc.)
- As soon as all students and staff are in the building, all exterior doors shall be locked.
- Normal activity will continue within the building (unless directed otherwise.)
- Do not respond to the fire alarm unless actual signs of fire are observed or an announcement is made.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- Entry to the building may be gained ONLY on a one-on-one basis and only through a locked and monitored door.

Secure Conclusion

Secure will be lifted when notification is made by administration.

Hold in Your Room or Area

There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved.

Hold in Place Objectives:

- To minimize injury or death.
- To locate and contain any device or weather damage.
- To facilitate emergency shelter in place.
- To establish safe routes and designated areas.

For a Generic/Non- specific Bomb Threat:

- Announce “shelter in place”. Instruct everyone to remain where they are and scan their space area of anything out of the ordinary.
- Call 911.
- If no device is found, decide whether to continue school or evacuate. The school district administration may consult with police to make their decision.
- If a device is found, follow “Specific Bomb Threat” steps.

For a Specific Bomb Threat:

- Announce “shelter in place”.
- Call 911.
- Activate school emergency team. Instruct them to find an internal location to move the school population. Scan, clear the location and the routes to it. Move those in the affected area to the established and cleared location.
- Assist first responders as necessary.

For a Weather-Related situation

- Announce “shelter in place” with instructions to go to the hallway or an internal room without windows and sit down on the floor.
- Activate emergency response teams.
- Call 911 if needed.
- The school district administration makes the decision regarding evacuation, continuation or dismissal of school. First responders can assist and consult with them to make their decision (Joint decision making-Unified command). Current trends in bomb threat response rely on students staying in their classrooms. It is felt that through this compartmentalization, casualties can be minimized should a bomb detonate.

Bomb Threat Guidelines

General

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received.

The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.

Two alternatives to evacuation are compartmentalization and pre-clearance

Compartmentalization relies on students remaining in their present locations while school administration and authorities assess and investigate the threat. Variation of compartmentalization- such as moving certain segments of the school population based upon new or developing information- can also be utilized in an effective response

Pre clearance relies on anticipating a threat, and is thoroughly covered in the SED guidelines

Receiving Bomb Threats

Written Threats:

- Contact 911.
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- Handling of a written bomb threat should be kept to an absolute minimum, since it may be used as evidence.
- Fingerprints may be taken from the note to help determine its source.
- A threat written on a bathroom wall, mirror, or stall should not be removed until it is viewed or documented (photographed).

Telephone or other verbal threats:

- Call 911.
 - Anyone receiving the information about a bomb threat must immediately notify the school building administration.
 - The NYSP bomb threat instruction card should be placed next to telephones that are most likely to receive such calls.
 - The bomb threat caller is the best source of information about a possible bomb.
 - It is desirable that more than one person listens in on the call.
 - Persons likely to receive a threatening call should receive special training and have a list of emergency phone numbers available.
- If possible the telephone threat should be taped.

(Bomb Threat Guidelines Continued)

Information to be asked of the caller includes:

- Where is the bomb located?
- When will the bomb go off?
- What does the bomb look like?
- What kind of explosive is involved?
- Why was the bomb placed?
- What is your name?
- Also note item of call, language used by caller, gender, approximate age, speech characteristic, noticeable background noise

Suspicious Packages:

- Call 911.
- Anyone receiving a suspicious package must immediately notify the school building administrator.
- Mail bombs can be contained in books, letters and parcels of varying sizes, shapes or colors.
- Letter bombs may feel rigid, appear uneven or lopsided or are bulkier than normal.
- The container is irregularly shaped, asymmetrical and has soft spot and bulges.
- There may be oil stains on the wrapper. The wrapper may emit a peculiar odor.
- The package may be unprofessionally wrapped and be endorsed with phrases such as “Fragile-Handle with Care”, “Rush-do not delay”, “To be opened in the Privacy of ___”. “Prize enclosed”, or “Your Lucky Day is Here”.
- There may be cut and paste lettering on the address label.
- The package may have no postage or non-cancelled postage.
- The package may exhibit protruding wires, foil, string or tape.
- The package may emit a buzzing or ticking noise.
- A suspect letter or package may arrive immediately before or after a telephone call from an unknown person asking if the item was received.
 - Do not open or squeeze the envelope or package.
 - Do not pull or release any wire, string or hook.
 - Do not turn or shake, place in water or place near heat.
 - Do move people away from the suspected package.
 - Do call 911 and activate the school plan.

(Bomb Threat Guidelines Continued)

Investigating Bomb Threats:

- Notify 911.
- Be aware of the availability and limitation of specialized emergency services including bomb squads, hazardous materials management or bomb dogs.
- The school district administrator makes the decision regarding evacuation, continuation or dismissal of school-first responders can assist and consult with them to make their decision.
- Police may enlist the assistance of the school faculty/staff that are familiar with the building and can recognize objects that do not belong or are out of place.
- Scanning the building does not involve touching or handling a suspect object.
- Once the incident has been resolved and no longer poses a danger, a full threat assessment inquiry should be conducted on the person making the threat. See NYS school safety guide for assessment inquiry.

Response Actions to Specific Emergencies

Note that all emergencies are unique and it may be more effective to implement other response actions than those that are listed in this chart. The Incident Commander will need to make the ultimate decision.

<u><i>Criminal Offenses</i></u>	(Notify police for all incidents)
Bomb Threat	Shelter or Evacuate
Biological Threat	Shelter and Evacuate
Civil Disturbance	Shelter or Lockdown
Hostage Taking	Lockdown
Intrusion	Lockdown
Kidnapping	Lockdown
<u><i>Natural Hazards</i></u>	
Earthquake	Shelter
Flood	Shelter or Evacuate
Thunderstorm/Lightening	Shelter
Tornado	Shelter
Winter Storm	Cancellation, Shelter or Evacuate
<u><i>Technological Hazards</i></u>	
Airplane Crash	Shelter or Evacuate
Energy Loss	Evacuate
Gas Leak	Evacuate
Hazardous Leak off-site	Shelter
Hazardous Leak on-site	Evacuate
Water Loss	Evacuate
<u><i>Fire and/or Explosion</i></u>	Evacuate
<u><i>System Failure</i></u>	
Building Structural	Evacuate
Electrical	Evacuate or Early Dismissal
Heating	Early Dismissal
Transportation Fleet	Arrange alternate transportation
Roof	Evacuate
Sewage System	Evacuate or Early dismissal

Response Basics

A. Assignment of Responsibilities

The Emergency Response Team will respond utilizing a chain of command consistent with the National Interagency Incident Management System (NIMS) Incident Command System (ICS).

In the event of an emergency, the response team may adapt NIMS ICS principles based on the needs of the incident.

B. Continuity of Operations

In the event of an emergency, the Building Principal or his/her designee will serve as Incident Commander. A member of a local emergency response agency may replace the School Incident Commander.

C. Security

In the event of an incident/crime on school property, the building shall utilize the following procedure(s) for securing and restricting access to the scene in order to preserve evidence from being disturbed or destroyed:

- The initial scene security is charged with the Building Principal or designee until relieved by law enforcement officials.
- No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.
- Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

D. Accountability

Teachers will account for all students at the beginning of each day and at the beginning of an incident. Principal will check with teachers and department heads for any missing people.

E. Medical

The school nurse will prepare to bring medication to off-site sheltering locations as well as special medical need forms for students.

F. Main Office

Will prepare to bring student/parent emergency information to off-site locations. Receptionist should be prepared to answer parental questions during an incident and explain where and how to pick up children from the school or sheltering site. They must also be aware of where to send media inquiries.

G. Custodial

Custodians need to prepare a map of utility shut-offs and have necessary tools readily available to operate valves and keys to gain access to switches. All custodians should be trained on emergency shut down operations. Custodians need to be available to secure building, direct traffic or respond to the emergency directly. They must help evaluate damage to the building systems and call in appropriate contractors to repair damage as necessary.

H. Cafeteria

Cafeteria Manager needs prompt update information regarding early go home or evacuation decisions. If possible they should prepare to transport food to a shelter area (i.e. Peanut butter and jelly, drinks)

I. Building Administration

Notify District Office of activities taken place, updating the Superintendent every 20-30 minutes. The building administrator will call for internal and external emergency services if necessary. The building administrator will also activate crisis management team if necessary. The building administrator or the designee will make calls to parents of children involved. He/she will organize sheltering evacuation procedures and remain with the school population if evacuated to another site. The building administrator will also update the faculty on the details of the event. Media calls will be directed to the superintendent.

Responding to Threats and Acts of Violence

All staff is required to notify the building administrator (or designee) of any violent incidences. The building administrator (or designee) will determine the seriousness of the situation and contact law enforcement immediately if the situation warrants.

For incidences involving individual or several students, the parents of all students involved will be notified as soon as possible by the building administrator regarding the details of the incident. Whenever the safety of the general student population has been jeopardized or is in future jeopardy all parents will be notified of the circumstances of the incident as soon as possible.

Prevention and Intervention Strategies

A. Policies and procedures related to school building security, including, where appropriate, the use of School Resource Officers and/or security devices or procedures.

All staff is required to actively participate in measures outlined by the administration for providing school safety and security. These include:

- Limiting access for all persons to one main entrance.
- Use of Raptor system for visitor registration to instantly screen for registered sex offenders and prints driver license photo on visitor badge.
- Wearing staff identification badges at all times.
- Being cognizant of strangers in the building and stopping visitors who have not properly registered.
- Providing adequate lighting in all areas.
- Reducing and controlling traffic flow on campus.
- Providing greeters for processing all visitors to student occupied buildings.
- Training all staff on crisis intervention.
- Every door will be accessible as an exit.
- Classroom doors will have windows that provide an unobstructed view of the classroom from the hallway.
- Installation of buzzer systems.

B. 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.
 - Administrators and counselors share pertinent intake information regarding specific students with staff.
 - Selected staff meets systematically with probation officer, juvenile officers, SRO and social service staff.
 - Principals, counselors and Assistant principal meet with staff after an incident to discuss strategy.
 - District website resources and Threat Assessments.
 - Principals work with law enforcement to conduct home visits if suspicious activity.
 - Crisis Team meets to review incidents and determine a plan of action.
 - STAR (Genesee County only) program is notified of any pertinent issues.

C. Appropriate prevention and intervention strategies such as:

- Collaborative agreements with state and local law enforcement officials designed to ensure that school resource officers and other security personnel are adequately trained including being trained to de-escalate potentially violent situations.
- Non-violent conflict resolution training programs.
- Peer mediation programs and youth courts.
- Extended day and other school safety programs.
- Staff training programs which offer school safety workshops and review of the safety protocols. ****THESE TWO ITEMS WILL BE REMOVED****

D. 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,
 - Others based on district need.
1. DASA reporting
 2. PBIS (Positive Behavioral Intervention Strategies)
 3. Character Education
 4. Bullying Prevention
 5. Safety Training

Recovery

The District-Incident Response Team shall be comprised of:

- Appropriate school personnel.
- Medical personnel.
- Mental health counselors.
- Others who can assist the school community in coping with the aftermath of a violent incident, TIG personnel

The District-Incident Response Team should develop the following procedures for dealing with post-incident response:

A. Short Term

1. Mental health counseling (students & staff)
2. Building security
3. Facility restoration
4. Post-incident response critique
5. Other

B. Long Term

1. Mental health counseling (monitor for post-traumatic stress behavior)
2. Building security
3. Mitigation (to reduce the likelihood of occurrence and impact if it does occur again)
4. Other

Short Term:

The post-incident response team will include Building Administrator, Business Official, Director of Safety and Security, Counselors. The building administrator will ensure that counselors are available using resource list in this plan. The custodial crew will secure any parts of the building that may have incurred damage or needs to be cordoned off for a criminal investigation. Custodians will also be critical to the building restoration activities. Costs for restoration using both in-house materials or contracted services will be documented by the business official. The team will review the incident and develop minutes, which will reflect areas for improvement for future events.

Long Term:

Building counselors will observe students and review with faculty any long-term stress that students or staff may exhibit. Director of Safety and Security will evaluate the facilities after an incident to determine if there is a need for additional safe guard such as surveillance cameras or additional lighting. They will also look to investigate any situations that may have caused or showed response actions to the event.

Drills

Procedures for the review and 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.

Each school year, the Superintendent will conduct at least 12 tests of the emergency response procedures for each student occupied facility. All tests will be conducted in cooperation with local and county emergency management officials to the extent possible. Each drill will be reviewed at the conclusion to determine where improvements can be made.

- Eight (8) of the drills must be conducted between September 1 and December 31.
- Eight (8) of the drills must be evacuation drills.
 - Four (4) of these shall use the fire escapes on the buildings in which they are provided or through the use of identified secondary means of egress.
- Four (4) of the drills shall be lockdown drills.
- Four (4) of the drills will be held during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations.
- Two (2) additional drills are required during summer school in the building where summer school is conducted. The first drill shall be held during the first week of summer school.

Unless otherwise stated, drills should be conducted at different times of the day. Students shall be instructed in the procedures to be followed in the event that the fire drill occurs during a lunch or assembly period.

Upon completion of each drill, the building level safety team(s) will meet to review the drill. Discussions can include but are not limited to: Did they meet the evacuation time goal? Should any changes be made to drill procedure? Is more training for the staff and/or students needed?

School Security

All entry doors are locked during school hours and students use a single point of entry. School administrators and other staff greet students as they enter the bldg. Staff members are in place to monitor the halls during the transition times throughout the day. The SRO is visible throughout the day in the hallways.

- Parents and other school visitors need to enter through the main entrance and all visitors need to present their driver's license for scanning through RAPTOR (RAPTOR flags registered sex offenders and unsafe visitors.) A positive response from RAPTOR will automatically send text messages to the building safety team who then makes the decision to turn visitor away or to escort them while they are in the building. Building level safety teams will meet once every quarter to discuss needs of the team. Additional meetings can be scheduled if the need arises.
- Annual safety training for staff is mandatory. Training videos will be offered through Global Compliance Network/ GCN Training or comparable online source. These online trainings are required to be completed before end of November each year by each employee. Detailed building level emergency plan training and violence prevention training for staff will be done during the first faculty meeting of the school year. Training for new hires will be emailed to them to take within 30 days of their hire date.

Vital Educational Agency Information

The details about the building population are confidential and are only listed in the Building Plans

District Resources to be used in an emergency

The details of the district resources are confidential and are only listed in the Building Plans. Appendix 2 is a list of "Go" bag contents

Memorandum of Understanding

Appendix 3 is the MOU that GVB has in place with both the Genesee County and Livingston County Sherriff's Office for providing a School Resource Officer (SRO) at the Batavia BOCES Campus and the Mt. Morris BOCES Campus.

Plan review and public comment

This plan shall be reviewed and maintained on an annual basis on or before Sept. 1 of each year.

Response Plans or Building Level 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.

Appendix 1:

Communications with others

- A. Internet Alerts
- B. Televised Alerts
- C. 2 way radios
- D. Cell Phones
- E. Land lines

Outside Agency Phone Numbers

<u>Agency</u>		<u>Phone</u>
Ambulance		911
Fire		911
DEC	Avon	226-5427
Food Suppliers		
Tops	Batavia	343-9373
Tops	Leroy	768-8549
Save-A-Lot	Mt. Morris	658-2984
Wegmans	Geneseo	243-9000
Hospitals		
Noyes	Dansville	335-6001
United Memorial	Batavia	343-6030
Strong	Rochester	275-2100
Wyoming County	Warsaw	786-2233
Poison Control		800-222-1222
Chemtrec		800-424-9300
(24 hr response for incidents involving Hazardous Materials)		
Red Cross		
	Batavia	343-6098
Greater Rochester Chapter	Rochester	241-4400
Clara Barton Chapter #1	Dansville	335-3500
Law Enforcement		
	Genesee County Sheriff	345-3000
	Livingston County Sheriff	243-7100
	Mt. Morris Police Dept.	658-2155
	Batavia City Police	345-6350

Outside Agency Phone Numbers Continued -**Agency****Phone**

NY State Police Troop A - Batavia	344-6200
NY State Police Troop E/Zone 1 - Mt. Morris	658-9480
FBI	546-2220
Homeland Security Hotline	866-723-3697
Utilities	
RG&E	800-743-1701
National Grid	800-867-5222
National Fuel	716-686-6123
NYSEG	800-572-1131
Frontier Business	777-1000 or 777-1234
Dept. of Health	
Genesee County	344-2580
Livingston County	243-7280
Wyoming County	786-8890
Highway Department	
Genesee County	344-8508
Livingston County	243-6700
Suicide Prevention	800-748-2433
National Youth Hotline	800-448-4663
Child Abuse Hotline	800-342-3720
Media	
WBEN 930 AM	716-832-3012
WBTA 930 AM	585-344-1490
WKBW Channel 7	716-845-0081
WHEC Channel 10	877-269-6129
WHAM Channel 13	585-334-8700

Appendix 2

“Go” bags

- Student Register with parent emergency numbers
- List of students with custody limitations
- Teacher/Employee roster
- Teacher schedules
- School emergency plan
- Building Floor Plans (10 Copies)
- Exterior schools grounds maps-5 copies
- Bull Horns
- Walkie-talkies
- Mater keys to building – 2 sets
- First Aid supplies
- Student tracking forms Parent reunification forms
- Index cards
- Flashlights
- Duct tape
- AM/FM radio
- Weather radio
- Blanket
- Utility knife
- Screwdriver
- Pliers
- Plastic bags
- Medications
- Sign making supplies-Poster board/Markers

Teaching and Learning – Remote Learning Plan

In an effort to assure high-quality teaching and learning a continuity of learning plan has been developed for should the need arise to shift to remote learning. Our plan assures that Instruction is aligned with the New York State Learning Standards and assures equity and access as well as quality for all learners.

Equity is at the heart of all school instructional decisions. All instruction in our district will be designed so there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards. Our teaching and instructional plan outlines routine, scheduled times for students to interact and seek feedback and support from their teachers. Our plan is centered on Instruction and academic programming that includes regular and substantive interaction with an appropriately certified teacher. Our teaching and learning plan include a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, available in multiple languages, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone) in an effort to assure learning for all.

Special Education: 6-1-1, 6-1-1 ITP, Transitions I, II, & III, WEST & LIVES

Per Commissioner's regulations, all students will receive instruction that is designed to facilitate their attainment of the State learning standards. The District's students will receive high quality rigorous, standards-based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas.

Remote Instructional Model

- A teacher of record will be assigned to students. Instruction for students will be accomplished through:
 - synchronous Google Meets and/or Zoom.
 - recordings watched via Google Classroom.
- To the greatest extent practicable, students will adhere to the same schedule as if in-person.
- Supplemental material kits will be distributed to support remote learning activities.

Learning Materials and Content

- Paper textbooks, and other content
- Digital copies of textbooks
- Digital content and activities provided by the District, either free or subscription-based
- Online learning courses or course content modules

Communication Tools

- Telephone and/or video calling
- Email
- Video conferencing
- Social media
- Website
- Learning Management System (Google Apps for Education)

Teacher and Student Interface

- Teacher office hours, virtually (online) via video conferencing and/or chat, and/or phone
- Scheduled teacher/student(s) check-ins, virtual (online) and/or via phone
- Asynchronous communication, feedback, and support via email or the Learning Management System (Google Apps for Education)

Instruction

- Hard copy (paper) instructional materials provided to students
- Instructional materials provided via technology, such as posted on a teacher website or available through the Learning Management System (Google Apps for Education)
- Individual or small-group synchronous instruction facilitated using technologies such as telephone or video conferencing.
- Large-group or whole class synchronous instruction facilitated using technologies such as telephone or video conferencing.
- Recorded instruction disseminated through technology, including via podcast, dedicated website, or Learning Management System (Google Apps for Education).

Technology Access

All teachers and students are provided with computing devices either by GVB or their home school district. Where needed, students will be provided the appropriate technology to access a reliable internet connection, such as Mi-Fi devices.

Grades 7 – 12 – Alternative Education

Per Commissioner's regulations Part 100.4 and 100.5, all students shall be provided instruction designed to enable them to achieve the State's learning standards. These regulations outline specific time (unit of study) requirements for various subject areas. The unit of study definition (180 minutes per week or the equivalent) provides a framework for the instructional entitlement for our students in these grades. The intention is to provide a mandated minimum amount of instruction (contact hours) a school must provide in order to give students the opportunity to master a body of content in a certain subject.

The definition of a “unit of study” has been revised in Commissioner’s Regulations to further clarify what may be considered in the design of such units of study.

- Unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

Units of Credit

The priority for the instruction is that which best prepares students to meet the learning outcomes for the course. The design of the course, the selection of the curriculum, and the student expectations are set locally by the District. Any student who achieves the learning outcomes for the course will be granted the unit of credit for such course if applicable.

Science Laboratory Requirements

Per Commissioner’s Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam. The District is responsible for aligning laboratory experiences specific to each science course; determining the mode or modes of instruction; and identifying a viable vetted list of acceptable virtual labs or a combination of virtual and hands-on(remote) labs that a student would need to complete for each science course that culminates in a Regents examination. Laboratory experiences will be recorded as part of the District’s continuity of learning plan and records of satisfactory lab reports will be maintained. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute requirement.

Remote Instructional Model

- A teacher of record will be assigned to students. Instruction for students will be accomplished through:
 - synchronous Google Meets and/or Zoom.
 - recordings watched via Google Classroom.
- To the greatest extent practicable, students will adhere to the same schedule as if in-person.

Learning Materials and Content

- Paper textbooks, and other content
- Digital copies of textbooks
- Digital content and activities provided by the District, either free or subscription-based
- Online learning courses or course content modules

Communication Tools

- Telephone and/or video calling
- Email
- Video conferencing
- Social media
- Website
- Learning Management System (Google Apps for Education)

Teacher and Student Interface

- Teacher office hours, virtually (online) via video conferencing and/or chat, and/or phone
- Scheduled teacher/student(s) check-ins, virtual (online) and/or via phone
- Asynchronous communication, feedback, and support via email or the Learning Management System (Google Apps for Education)

Instruction

- Hard copy (paper) instructional materials provided to students
- Instructional materials provided via technology, such as posted on a teacher website or available through the Learning Management System (Google Apps for Education)
- Individual or small-group synchronous instruction facilitated using technologies such as telephone or video conferencing.
- Large-group or whole class synchronous instruction facilitated using technologies such as telephone or video conferencing.
- Recorded instruction disseminated through technology, including via podcast, dedicated website, or Learning Management System (Google Apps for Education).

Technology Access

All teachers and students are provided with computing devices by GVB or their home school district. Where needed, students will be provided the appropriate technology to access a reliable internet connection, such as Mi-Fi devices.

Conclusion

When a remote learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.

Acknowledging that the typical content in a given grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Grading practices will follow a standards-based and/or a competency based framework designed to provide direct feedback regarding students' mastery of course content.