



EDGEMONT

UNION FREE SCHOOL DISTRICT

DISTRICT-WIDE SAFETY & EMERGENCY

MANAGEMENT PLAN

2025-2026

AMMENDED TO REFLECT NEWLY PASSED LEGISLATION REGARDING
SUDDEN CARDIAC ARREST PLANNING

DISTRICT-WIDE SAFETY & EMERGENCY MANAGEMENT PLAN

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STATE REQUIREMENTS

Requirement	Required Action	Date	Check when Completed
The District-Wide School Safety Team was appointed by the Board of Education . ¹	Appointed by the Board of Education on:	5/27/25	<input checked="" type="checkbox"/>
The District Chief Emergency Officer is: ² Bryan Paul, Assistant Superintendent for Administration & Business, (914) 472-7767, bpaul@edgemont.org	District Chief Emergency Officer Appointed on:	5/27/25	<input checked="" type="checkbox"/>
The District-Wide School Safety Team conducted annual review and updates to the District-Wide School Safety Plan. ³	Annual Review and Updates completed on:	6/17/25	<input checked="" type="checkbox"/>
The District-Wide School Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education: ⁴ It is recommended that a DRAFT version of the plan be posted on the district website for the 30-day comment period (watermark is suggested)	Public Comment Period <u>Start Date</u>: Public Comment Period <u>End Date</u>: Draft posted on district website:	7/14/25 8/13/25 7/14/25	<input type="checkbox"/>
At least one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties, was held prior to adoption of the plan. ⁵	Date of Public Hearing/Adoption (by September 1st):	8/18/25	<input type="checkbox"/>
District-wide plan must be submitted to the commissioner within 30 days after its adoption, and no later than October 1st. ⁶	District plan submitted in the NYSED business portal:	8/19/25	<input type="checkbox"/>
The date the Board Adopted District-Wide School Safety Plan was posted on District Website : ⁷ Within 30 days from adoption and no later than October 1st.	Date Posted: District-wide School Safety Plan on District Website at	8/19/25	<input type="checkbox"/>

¹ 155.17(b)(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.

² 155.17(c)(1)(xix) the designation of the superintendent, or superintendent’s designee, as the district chief emergency officer

³ 155.17(a) 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.

⁴ 155.17(c)(3)(i) 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.

⁵ 155.17(c)(3)(i) 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.

⁶ 155.17(c)(3)(i) Each district shall submit its district-wide safety plan and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019- 2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter.

⁷ District-wide School Safety Plan Self-Assessment and Planning Tool, Within 30 days from adoption, and no later than October 1, each district must post their District-Wide Safety Plan on their district website. The URL must be submitted to the Education Department to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption.

	https://www.edgemont.org/district/district-safety-plan URL was verified/checked to be sure the link is working on date:		
Date training was provided to staff on Building-level Emergency Response Plans, school violence prevention and mental health by September 15th: ⁸	Date of Training:	8/28/25	<input type="checkbox"/>

⁸ 155.17(c)(1)(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;

PURPOSE

Emergencies in schools are defined as undesirable events that occur and have the potential to cause injury or illness to members of our school community or disrupt the orderly educational process. They range from acts of bullying or harassment to catastrophic natural or man-made events. Emergency management is the discipline of dealing with and avoiding risks. It is a discipline that involves preparing for an emergency situation or disaster before it occurs as well as supporting and rebuilding from the emergency after natural or human-made disasters have occurred.

Emergency management in our schools is the continuous process by which our staff, students, administrators, parents, school groups, emergency responders and our community manages hazards in an effort to avoid or mitigate the impact of disasters resulting from hazards. Preventive measures and good planning will reduce the likelihood that emergencies will occur and allow us to address those that do in an expeditious and effective manner.

Districts are required to develop district-wide school safety and emergency management plans designed to prevent and effectively manage such events to minimize the effects of serious incidents and emergencies. These plans also facilitate the coordination of the District with local and county plans and resources when incidents and emergencies occur.

The district-wide plan is responsive to the needs of all schools in the District and is consistent with the more detailed building-level emergency plans. Districts are vulnerable to a wide variety of acts of violence; and natural and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (S.A.V.E.) law. Project S.A.V.E. is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

The Edgemont Union Free School District supports the S.A.V.E. legislation. As such, the Superintendent of Schools, Board of Education, and the entire District staff encourages and advocates on-going district-wide cooperation in support of Project S.A.V.E.

In July 2025, the New York State Legislature passed Desha's Law, which requires schools to develop and implement Cardiac Emergency Response Plans (CERPs) to address sudden cardiac arrest incidents on school grounds and during school-sponsored events. In accordance with this law, CERPs have been developed and are incorporated into each confidential Building-Level Emergency Response Plan.

SUPERINTENDENT'S DIRECTIVE

The Assistant Superintendent for Administration & Business will serve as the District's Chief Emergency Officer (CEO)⁹ whose duties shall include, but not be limited to:

1. Coordination of the communication between school staff, law enforcement, and other first responders;¹⁰
2. Leading the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;¹¹
3. Ensuring staff understanding of the district-wide school safety plan;¹²
4. Ensuring the completion and yearly update of building-level emergency response plans for each school building¹³ The CEO will require each building principal to maintain a Building-level Emergency Response Plan in compliance with Commissioner of Education Regulation 155.17(2). Each plan should be updated annually with the assistance of the Building-level Emergency Response Planning Team. The plan shall provide for lockdown, secure lockout, shelter-in-place/shelter, evacuation (evacuate), early dismissal, fire and other emergency planning including Sudden Cardiac Arrest, and notification (when necessary) to students and staff, annual drills and exercises, and coordination with local and county emergency preparedness administrators. These plans shall be submitted to the District's Safety Team for annual approval and incorporation into the overall District-wide Safety and Emergency Management Plan.
5. Assisting in the selection of security related technology and development of procedures for the use of such technology;¹⁴
6. Coordination of appropriate safety, security, and emergency training for district and school staff, including required training in the district-wide school safety plan and building-level emergency response plan;¹⁵
7. Ensuring the conduct of required evacuation and lockdown drills in a trauma-informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by Education Law section 807;¹⁶ and
8. Ensuring the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.¹⁷
9. Ensures protocols for responding to a declared state disaster emergency involving a communicable disease are substantially consistent with the provisions of Section 27-C of the Labor Law.

⁹ 155.17(1)(c)(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:

¹⁰ 155.17(c)(1)(xix)(a) coordination of the communication between school staff, law enforcement, and other first responders;

¹¹ 155.17(c)(1)(xix)(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

¹² 155.17(c)(1)(xix)(c) ensure staff understanding of the district-wide school safety plan

¹³ 155.17(c)(1)(xix)(d) ensure the completion and yearly update of building-level emergency response plans for each school building

¹⁴ 155.17(c)(1)(xix)(e) assist in the selection of security related technology and development of procedures for the use of such technology

¹⁵ 155.17(c)(1)(xix)(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the district-wide school safety plan and building-level emergency response [plan] plan(s);

¹⁶ 155.17(c)(1)(xix)(g) ensure the conduct of required evacuation and lock-down drills in a trauma informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by section 807 of the Education Law

¹⁷ 155.17(c)(1)(xix)(h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner

IDENTIFICATION OF SCHOOL TEAMS

The District-wide Safety and Emergency Management Plan was developed pursuant to Commissioner's Regulation 155.17(b)(13) and NYS Education Law 2801-a¹⁸. At the direction of the Board of Education and under the direction of the Superintendent, a District-wide Safety Team will be utilized for emergency management within the District¹⁹. The Safety Team shall include, but is not limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel including bus drivers and monitors.

At the discretion of the board of education, a student may be allowed to participate on the safety team.²⁰ If the Board appoints or selects a student to participate on the safety team, in accordance with Regulation 155.17(b)(14) and EL 2801-A(4), 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.

The duties of the team shall include the development, review, and update of the District-wide Safety and Emergency Management Plan in compliance with Commissioner of Education Regulation 155.17. The District Safety Team should meet regularly throughout the year to conduct the following business:

1. Assess and review the District-wide Safety and Emergency Management Plan annually.
2. Make any necessary recommendations regarding emergency operations, planning, procedures, and/or protocols.
3. Conduct training sessions as necessary.
4. Meet with, oversee, and help guide the Building-level Emergency Response Planning Teams at each school as necessary.
5. Meet as needed with the District's Emergency Management Consultant to review protocols and procedures as well as receive training and instruction.
6. Meet with local government and emergency service organization officials to develop procedures for obtaining guidance and for emergency situations that exceed the expertise and/or resources of the District. These procedures may then be incorporated into the District's Emergency Management Plan.
7. Conduct all other business as deemed necessary.

¹⁸ 2801-a Each district-wide school safety team shall be appointed by the board of education, or the chancellor in the case of the city school district of the city of New York, and shall include but not be limited to representatives of the school board, teacher, administrator, and parent organizations, school safety personnel, and other school personnel including bus drivers and monitors.

¹⁹ 155.17(b)(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, parent organizations, school safety personnel, and other school personnel including bus drivers and monitors.

²⁰ 155.17(b)(14)/2801-A(4) 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.

DISTRICT SAFETY TEAM²¹

Members listed here may be removed from the “additional emergency numbers” table

REQUIRED MEMBERS	NAME	TITLE	OFFICE PHONE	ALTERNATE NUMBER (optional)
School Board	Josefine Teneback Cays	Board Representative	914-472-7768	████████
Teacher	Michelle Greenwald	Teacher Representative	914-725-1500	████████
Administrator	Bryan Paul	Assistant Superintendent / Chief Emergency Officer	914-472-7767	████████
	Kenneth R. Hamilton	Superintendent	914-472-7768	████████
	Kyle Hosier	Jr./Sr. High School Principal	914-725-1500	████████
	Eve Feuerstein	Seely Place Elementary School Principal	914-472-8040	████████
	Marisa Ferrara	Greenville Elementary School Principal	914-472-7760	████████
Parent Organization	Josefine Teneback Cays	Parent Representative	914-472-7768	████████
School Safety Personnel	Joseph Recine	Safety & Security Coordinator	████████	████████
Bus Driver	Leocadio Garcia	Senior Custodian/Bus Driver	914-725-1500	████████
Bus Monitor	N/A *			
Other School Personnel (below)				
	Jennifer Del Conte	Director of Pupil Personnel	914-472-7769	████████
	Rosario Renda	Director of Facilities	914-472-7767	████████

²¹ 155.17(b)(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, parent organizations, school safety personnel, and other school personnel including bus drivers and monitors. 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.

	Paola Zagoya	Support Staff Representative	914-472-7767	██████████
	Micaela Henry	Police Representative, GPD	914-989-1700	██
	Paul Garofano	Technical Assistance/Communication	914-725-1500	██████████

* The District does not employ bus monitors.

CONCEPTS OF OPERATION

1. The District-wide School Safety and Emergency Management Plan will be directly linked to individual Building-level Emergency Response Plans for each school. Protocols developed in the District-wide School Safety and Emergency Management Plan will guide the development and implementation of Building-level Emergency Response Plans to ensure continuity of response throughout the district. Representatives from the building teams serve on the district team to further enhance communications between all teams.
2. The District has established a building-level multidisciplinary Behavioral Assessment Team which assesses whether certain exhibited behaviors or actions need intervention or other support. The Behavioral Assessment Team convenes annually to conduct staff training sessions on the safety and emergency procedures of such team²²
3. The District utilizes a multidisciplinary Behavioral Threat Assessment Team provided under the Comprehensive School Threat Assessment Guidelines (CSTAG) that assesses whether certain exhibited behaviors or actions need intervention or other support. The Behavioral Threat Assessment Team is available to the district whenever a threat is identified and requires evaluation.
4. All District building plans have been standardized to the extent possible so that leadership decisions are consistent and leaders may be interchangeable as necessary. The training and expectations set at the district level are applicable to all building team members.
5. In the event of an emergency or violent incident, the initial response at an individual school will be by the Building-level Emergency Response Planning Team. In the event of an emergency, communications protocols are established as follows:
 - A. The Building-level Emergency Response Planning Team is activated to assess the emergency plan and implement appropriate response strategies.
 - B. The Principal/Incident Commander will notify the Superintendent and apprise them of the situation and develop a communication plan.
 - C. The Superintendent will notify the members of the District Safety Team and other designated officials as deemed necessary.

²²155.7(4)(1)(iii)(b) the establishment or participation of school or district staff in a multidisciplinary behavioral assessment team to assess whether certain exhibited behaviors or actions need intervention or other support, including a school or district level behavioral assessment team or, if available, a county or regional threat assessment team. Where utilized, the district-wide school safety plan shall provide a description of the school, district, or county team and its purpose. Annual staff training on safety and emergency procedures shall include information regarding the purpose and procedures of such team.

- D. Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
 - E. The Principal/Incident Commander may request the assistance of the Superintendent and The District Emergency Response Team in notifying outside agencies for additional assistance.
 - F. These agencies include, but are not limited to the local police, County Sheriff's Department, New York State Police, 911, and County Office of Emergency Management.
 - G. Response efforts may be supplemented by available county and state resources through existing protocols described in the contact processes included in the District's Emergency Response Plan.
6. Once the Superintendent and/or their designee are notified, the District Emergency Response Team may be mobilized to respond, and when appropriate, local emergency officials will be notified. All will follow the emergency management protocols and practices outlined in the National Incident Management System (NIMS) and will practice Incident Command System (ICS) techniques to better manage these events.

PLAN REVIEW & PUBLIC COMMENT

1. The District-wide Safety and Emergency Management Plan shall be monitored and maintained by the District Safety Team. The District Safety Team shall review the plan annually before making it available for a 30-day comment period, a public hearing, and, finally, adoption by the Board of Education before September 1st of each year.²³
2. On June 23, 2022, Governor Hochul signed Alyssa's Law, Chapter 227 of the Laws of 2022 (Chapter 227) which became effective immediately. Chapter 227 amends Education Law § 2801-a to require that district-wide school safety teams of public schools, boards of cooperative educational services, and county vocational education extension boards consider the usefulness of silent panic alarm systems when reviewing and amending district-wide safety plans.²⁴
3. Building-level Emergency Response Plans shall be confidential and not 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.

²³ 155.17(a) By September first of each school year, 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 a comprehensive district-wide school safety plan and building-level emergency response plans regarding crisis intervention and emergency response and management, and commencing with the 2023-2024 school year district-wide school safety plans shall include plans for the provision of remote instruction during any emergency school closure, 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.

²⁴ EL 2801-A(f) District-wide school safety teams shall consider, as part of its reviews of the comprehensive district-wide safety plan, the installation of a panic alarm system. For purposes of this paragraph, "panic alarm system" shall mean a silent security system signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement or, in the case of a school building located in a municipality in which there is no municipal police department, a location designated by the superintendent of state police and may include one or more of the following: wired panic button or buttons, wireless panic button or buttons or a mobile or computer application; The New York State Register, December 2022, <https://dos.ny.gov/system/files/documents/2022/12/122822.pdf> (page 12)

4. Full copies of the District-wide Safety and Emergency Management Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption and no later than October 1st each year.
5. The Board of Education must formally adopt the District-wide Plan pursuant to Commissioner's Regulation, Section 155.17(c)(3).²⁵ This plan will be made available for public comment at least 30 days prior to its adoption.
6. Building-level Emergency Response Plans will be supplied to the appropriate local law enforcement agency and the State Police by October 1st of each year or within 30 days of adoption.²⁶

²⁵ 155.17(c)(3)(i) 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 submit its district-wide safety plan and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019-2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter.

²⁶155.17 (c)(3)(ii) Each board of education, chancellor or other governing body or officer shall ensure that each building-level emergency response plan and any amendments thereto, is submitted to the appropriate local law enforcement agency and the State Police within 30 days of its adoption, but no later than October 1 for the 2020-2021 school year and each October 1st 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.

SECTION II RISK REDUCTION/PREVENTION AND INTERVENTION

PREVENTION AND INTERVENTION STRATEGIES²⁷

The District utilizes a variety of intervention strategies to reduce risk and prevent critical incidents.

1. The District utilizes trained multidisciplinary Threat Assessment Teams (*a.k.a. Behavioral Assessment Teams*) at each building to evaluate threats and implement the appropriate mitigation strategies. The District provides support and record keeping for the activities of each team.
2. Any utilized school safety officers and other security personnel are trained annually with the assistance of one or more of the following collaborative relationships:
 - Emergency Responders
 - Regional BOCES
 - District Consultants
3. Training for school staff working in an incident control capacity may include:
 - Individual and group de-escalation techniques
 - Non-violent conflict resolution skills and
 - Peer mediation
4. The District may provide de-escalation techniques and nonviolent conflict resolution training to other staff annually. Each building has some staff trained in nonviolent conflict resolution.
5. The District Safety Team may utilize table top exercises to discuss their roles during an emergency and their responses to a sample emergency situation.²⁸
6. Training may be available during staff development sessions, on conference days and via on-demand web-based training modules.

²⁷ 155.17(c)(1)(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) where applicable, the establishment and/or participation of, school or district staff in a multi-disciplinary behavioral assessment team to assess whether certain exhibited behaviors or actions need intervention or other support, including a school or district-level behavioral assessment team or, if available, a county or regional threat assessment team. Where such teams are utilized, the district-wide school safety plan shall describe the school, district, or county team and its purpose, and annual staff training on safety and emergency procedures shall include information regarding the purpose and procedures of such team. (c) nonviolent conflict resolution training programs; (d) peer mediation programs and youth courts; and (e) extended day and other school safety programs.

²⁸155.15(c)(1)(xiv)(3) Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

7. Procedures relating to building security including utilization of staff and security equipment are as follows:²⁹
 1. All authorized staff members are expected to carry their classroom/office keys/swipe cards at all times.
 2. All staff members are expected to wear District-issued photo identification badges.
 3. After the designated start time of the school day, each school will be appropriately secured.
 4. All visitors must report to each building's designated single point of entry and sign in before proceeding further into the building.
 5. All contractors assigned to work in any building must first be authorized by the Facilities Department to receive an identification badge, which must be visible at all times when workers are on school property. All deliverables and delivery personnel must first be authorized by the Facilities Department, prior to delivery. An exception for regular food service deliveries may be made after the vendor has been authorized for the school year.
 6. The District has executed Memorandums of Understanding (MOU) with Security Providers as required by NYS Regulation.³⁰
 7. Extended day and other school safety programs - The district school buildings and facilities provide a valuable resource to our students and community after the conclusion of the school day. The following are strategies are utilized during after-school hours:
 - To the degree possible, access to areas of the school building is limited to only those needed for activities.
 - Some buildings may use a modified point of entry.
8. The district has established a comprehensive **After School Annex** to safely manage after-school events, including athletic activities and programs, ensuring a secure and welcoming environment for all attendees. These guidelines outline protocols for visitor management, crowd control, emergency preparedness, and coordination with law enforcement as needed. This detailed annex can be found in each confidential building-level safety plan.
9. In compliance with recent legislation that established a plan to address extreme heat conditions, the district has developed a **Maximum Temperature in Schools Annex**. These plans include monitoring room temperatures, implementing heat mitigation strategies,

²⁹ 155.17(c)(1)(xi) policies and procedures relating to school building security, including, where appropriate: (a) the use of school safety or security officers and/or school resource officers. Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct.

³⁰ 155.17(c)(1)(xi)(a)/2801-a A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan.

and relocating students and staff when practicable. In the event of a heat emergency, the district will activate the protocols outlined in the Building-level Emergency Response Plans. The district will also address medical needs, transportation, and the emergency notification of parents and guardians as outlined in the Building-level Emergency Response Plans.

The District continually investigates other security measures and conducts staff development training to ensure schools are as safe as possible. Security measures include:

- a. Security personnel
- b. Surveillance cameras
- c. Door-lock (buzzer) entry systems
- d. Portable Radios
- e. Alarm Systems
- f. Keypad or swipe entry systems
- g. Single or limited points of entry

IMPROVING COMMUNICATION WITH STUDENTS

Each of the schools within the district provides a wealth of school safety-related initiatives aimed at improving communication among students, between students and staff, and between administration and parents or persons in parental relation.³¹ These programs may include peer mediation, bullying prevention, conflict resolution, social skills development, managing emotions and components of character education. Students are involved in a wide variety of safety activities through both their classes as well as through work with school counselors, and school psychologists. By October 1st of each school year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures.³²

Each building has established a mechanism for the anonymous reporting of school violence and harassment and has communicated this to students and parents.³³

A. Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, include the following.

1. Youth-run programs,
2. Peer mediation,
3. Conflict resolution,

³¹155.17(c)(1)(xvi) strategies for improving communication among students, between students and staff and between administration and parents or persons in parental relation regarding 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;

³²155.17(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.

³³ 155.17(c)(1)(xvi) strategies for improving communication among students, between students and staff and between administration and parents or persons in parental relation regarding 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;

The school district's Code of Conduct is accessible to parents and students and reviewed with all students at the beginning of the school year. During the review with students, bullying, discrimination, harassment and violations of the Code of Conduct, along with consequences are discussed.

All staff members are trained in recognizing and effectively dealing with these behaviors, as outlined in the Code of Conduct.

In addition, each school has a wide range of programs and supports that impact school safety. These may include offering a variety of clubs, classroom lessons, small group lessons and/or individual counseling sessions, school-wide meetings, morning meetings in classrooms, assemblies, and movement breaks, and a variety of wellness opportunities.

1. Each school shall identify and offer to students programs geared toward prevention and intervention strategies.
 - a. The District has developed and will continue to develop programs that encourage student-to-student and student-to-staff communication in each school such as:
 - Social decision making
 - Caring citizens
 - Grade-level meetings with school psychologists
 - In-class visits by school psychologists
 - Personal growth groups led by teachers, counseling personnel and peer leaders
 - Student advocacy program
 - b. The procedure for anonymous reporting of threats and acts of violence is:
 - To create an environment where each student feels comfortable reporting a threat or an act of violence,
 - To educate students how to inform staff or law enforcement about threats and acts of violence,
 - To require staff to report all student referrals to the administration for investigation.
 - c. Staff training programs needed to meet SAVE requirements.
 - A minimum of two hours of instruction on issues of school safety need to be provided to all employees in 2023-2024.
 - These can/should include but are not limited to: de-escalation training, warning signals for violence, non-violent conflict resolution, emergency response team training, mediation, mentoring, social-skill development, character education, etc.

REPORTING THREATS OR ACTS OF VIOLENCE

Students, staff, parents and others are informed annually about the importance of reporting threats or acts of violence and the procedures of reporting.

The District has developed a system for reporting threats and actual acts of violence. The procedure for reporting is as follows:

- Students are instructed to report threats and acts of violence to staff members.
- Each school has designated a reporting process, which can be done anonymously.
- Staff members are required to report all student referrals to the administration for investigation.
- Staff training programs meet S.A.V.E. requirements. Instruction on issues of school safety is provided to all employees each year.

TRAINING, DRILLS AND EXERCISES

Drills and Exercises:³⁴

General Guidelines for Drills

Trauma-Informed Approach: All drills conducted during the school day with students present will be conducted in a trauma-informed, developmentally, and age-appropriate manner. Props, actors, simulations, or tactics mimicking a school shooting, incident of violence, or other emergencies are strictly prohibited.³⁵ (Effective 7/31/24) The New York State Fire Code requires that the fire alarm be used in an evacuation (evacuate) drill, and it is not considered a prop.

Annual Training: Drills will be conducted only after annual training in emergency procedures has been provided to students and staff.

Varied Scheduling: Drills will be scheduled on different dates, days of the week, and during different times of the school day.³⁶

Exclusions for Unplanned Events: Unplanned evacuations or false alarms do not count as a required drill. Evacuations made necessary by the unplanned activation of the fire alarm system or by any other emergency shall not be substituted for a required evacuation (evacuate) drill.³⁷

³⁴155.17(c)(1)(xiv) procedures for review and the conduct of drills, tabletop exercises, and information about emergency procedures and drills, including information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. At their discretion, schools and districts may participate in full-scale exercises in coordination with local and county emergency responders and preparedness officials.

³⁵ 155.17(c)(1)(xiv)(1) Drills conducted during the school day with students present shall be conducted in a trauma-informed, developmentally, and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency.

³⁶155.17 (c)(2)(vii)(c) be completed on different dates, days of the week, and during different times of the school day; and

³⁷ 401.7 [New York State Fire code](#) (pg 59)

Student/Staff Notification: At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Provided, however, that students and staff shall not be informed in advance of evacuation (evacuate) drills. (Effective 7/31/24)³⁸

Parental Notification: Parents or persons in parental relation will be given advance notice of each drill being conducted within one week prior to the drill.³⁹ (Effective 7/31/24) Procedures for notifying parents or persons in parental relation will include:

Official Letter or Email

- Timing: **Within one week** before the drill.
- Include the following information:
 - General time frame of the drill
 - (e.g., Sometime the week of [month/date], [school name] will have a [drill type] drill
 - Type of drill (e.g., fire drill, lockdown drill)
 - Purpose of the drill
 - Importance of the drill for student safety
 - Contact information for questions or concerns

Required Drills

Evacuation (Evacuate) Drills: Eight (8) evacuation (evacuate) drills will be conducted each year, with six (6) completed between September 1 and December 31. Four (4) of these drills must involve the use of fire escapes on buildings where fire escapes are provided or other secondary means of egress such as different corridors, hallways, stairways, and exit doors.^{40 41} Students will be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly. This instruction may be waived if a drill is held during the regular school lunch period or assembly⁴²

Lockdown Drills: Four (4) lockdown drills will be conducted annually, with two (2) completed between September 1 and December 31.

Emergency Dismissal Drill: One (1) emergency dismissal drill will be conducted to test early dismissal procedures, occurring no more than 15 minutes before the normal dismissal time. Parents will be notified of these drills at least one week prior. Transportation Officials and District staff may also take

³⁸ 155.1(c)(1)(xiv)(2) At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Provided, however, that students and staff shall not be informed in advance of evacuation drills.

³⁹ 155.17(c)(2)(vii)(d) parents or persons in parental relations shall be given advance notice of each drill being conducted within one week preceding any such drill.

⁴⁰ 155.17(h)(i) Four drills shall be through the use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress, such as through different corridors, hallways, stairways, and exit doors. Drills shall be conducted at different times of the school day

⁴¹EL §807.1 four of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress

⁴²155.17(h)(ii) Pupils shall be instructed in the procedure to be followed if an emergency occurs during a lunch period or assembly, provided however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly.

place in conducting an evaluation of this drill. This drill also allows the District to test the usefulness of the communications and transportation system during emergencies.⁴³

Additional Evacuation (Evacuate) Drill Requirements

Summer School: At least two (2) additional drills are required in buildings used for summer school, with one (1) drill held during the first week.

After-School Programs, Events, and Performances: For after-school programs, events or performances conducted within a school building that include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance notify attendees of the procedures to be followed in an emergency.⁴⁴

Optional Drills

Shelter-in-Place/Shelter and/or Secure Lockout Drills: While not required, each school in the District may conduct Shelter-in-Place/Shelter and/or Secure Lockout drills in addition to those drills required by New York State regulation. The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding the effectiveness of these drills.

Full Scale Exercises: The district may opt to conduct functional exercises with emergency response agencies to involve staff, students and parents in realistic drills. Exercises that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency may not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds. Such exercises may not include students without written consent from parents or persons in parental relation.⁴⁵

The district does not plan to conduct functional exercises with emergency response agencies that involve staff, students, and parents in drills using props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency. If this policy were to change in the future, any such exercises would not be conducted on a regular school day or when school activities such as athletics are occurring on school grounds. Additionally, no students would participate in these exercises without written consent from parents or persons in parental relation.

Training and Review Processes

⁴³ 155.17(h)(3) Emergency Dismissal drills shall test the usefulness of the communications and transportation system during emergencies.

⁴⁴ 807.1-a for after-school programs, events or performances conducted within a school building and include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance notify attendees of the procedures to be followed in an emergency.

⁴⁵ 155.17(c)(1)(xiv)(4) Schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency shall not conduct such exercises on a regular school day or when school activities such as athletics are occurring on school grounds. Such exercises may not include students without written consent from parents or persons in parental relation.

Training for Students: Prior to the first annual drill, staff shall review emergency response procedures and drill requirements with students during class time, providing an opportunity for students to ask questions about any unclear procedures.

Building-level Emergency Response Planning Team and District Administration Team Training: Each Building-level Emergency Response Planning Team and representatives of the District administration engage in tabletop exercises facilitated by the district’s emergency management consultant. Emergency response agencies are encouraged to participate in these exercises.⁴⁶

Drill Review and Protocol Updates: In addition to post-drill debriefings conducted by each building-level emergency response planning team, each building will complete a drill evaluation form that will be submitted to the district-wide safety team for periodic review, which includes observations from the drill as well as any additional feedback obtained from building personnel. Changes to procedures are made as needed. The district-wide safety team should evaluate communications and transportation systems during emergencies.⁴⁷

Local Emergency Responder Involvement: The appropriate Fire and Police Departments may, upon mutual agreement with the District, participate in some or all evacuation (evacuate) and lockdown drills, offering feedback on the effectiveness of building evacuation during a fire and the overall effectiveness of lockdown procedures.

Sudden Cardiac Arrest: Annual training provided to staff shall include components of Sudden Cardiac Arrest, in alignment with state law and nationally recognized evidence-based practices such as those recommended by the American Heart Association.

Special Provisions

Building Occupants with Special Needs: Prior to the commencement of each school year, the Building-Level Emergency Response Planning Team shall conduct an inventory of any special needs students. Appropriate accommodations for the school year will be incorporated into each Building-Level Emergency Response Plan.

Communication

Staff Information: Information about drills will be included in the teacher’s manual or handbook as mandated by Education Law §807.2.

A summary of drill procedures are detailed in each of the Building-Level Emergency Response Plans.

⁴⁶ 155.17(c)(1)(xiv)(3) Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

⁴⁷ 155.17(h)(3) Emergency Dismissal drills shall test the usefulness of the communications and transportation system during emergencies.

STAFF DEVELOPMENT TRAINING:

All general staff will receive training on District-wide procedures as well as specific procedures contained within their respective building-level emergency response plan. Beginning in the 2025–2026 school year, this training shall also include components of Sudden Cardiac Arrest, including how to recognize the signs of Sudden Cardiac Arrest, responding appropriately, and the location of automated external defibrillators (AED), consistent with Education Law §2801-a(2), as amended by Chapter 189 of the Laws of 2025. This training shall occur prior to September 15th of each school year or within 30 days of joining the district. This training will be conducted at a staff development day in August, online or a combination of both.⁴⁸

This training shall occur prior to September 15th of each school year or within 30 days of joining the district. This training will be conducted at a staff development day in August, online or a combination of both.⁴⁹

The District will provide advanced training for each Building-level Emergency Response Planning Team and District-wide Safety Team annually. Effective July 1, 2025, the training will include a description of the roles and responsibilities of the Building-level Emergency Response Planning Team, the building-level Incident Command System including the roles and responsibilities of designated staff, and the building level-emergency response plan procedures for implementing the following required emergency response terms: shelter, hold, evacuate, secure lockout, and lockdown. The required training shall also include the procedures for conducting drills, including whether classrooms will be released from lockdown by law enforcement or school or district administrators during drills, and the district and building policies, procedures, and programs related to safety including those which include components on violence prevention and mental health.⁵⁰

Additional training may include and not be limited to:

- De-escalation training
- Warning signals for violence and mental health concerns
- Non-violent conflict resolution
- Student School Emergency Response Procedures Training

PROACTIVE BUILDING SECURITY MEASURES

⁴⁸155.17(c)(1)(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;

****Please note, the terminology in this paragraph has been pulled directly from the law language, and therefore the terminology remains shelter, hold, evacuate, secure lockout, and lockdown.**

⁴⁹155.17(c)(1)(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;

****Please note, the terminology in this paragraph has been pulled directly from the law language, and therefore the terminology remains shelter, hold, evacuate, secure lockout, and lockdown.**

⁵⁰155.17(2)(xiii) <https://www.regents.nysed.gov/sites/regents/files/424p12d2.pdf>

1. The District buildings use limited points of entry. All doors are locked. Signs are in place directing visitors to sign-in at the reception desk at each school. Main doors are controlled by remote “buzzer” entry during normal school hours.
2. All schools have security consultants or office staff members just inside the entrance to each school in the District. These individuals ensure visitor sign-in procedures and help supervise building traffic flow. The building principals are responsible for supervision of the security consultants and other staff.
3. Staff members are required to wear visible identification badges.
4. Visitors are required to sign in and wear visitor identification.
5. Visitor access is limited to specific areas of the school building.
6. All contractors assigned to work in any building must first be authorized by the Facilities Department to receive an identification badge, which must be visible at all times when workers are on school property. All deliverables and delivery personnel must first be authorized by the Facilities Department, prior to delivery.
7. All District schools have fire and intrusion alarm systems.
8. The District will review additional security equipment and measures annually and will revise as necessary.
9. The Edgemont School District has staff in the high school and middle school buildings who are assigned to monitor entrances and parking lots, patrol hallways, supervise cafeterias, and check restrooms.
10. Elementary buildings will have staff at the single entry point.
11. All policies and procedures related to school building security will be reviewed annually and revised as necessary.

VITAL EDUCATIONAL INFORMATION⁵¹

Information on each building’s student and staff, transportation needs, and the telephone numbers of key officials are outlined in each Building-level Emergency Response Plan. The purpose of including such information in the Building-level plan is to ensure coordination or coverage in the event of a serious incident.

⁵¹ 155.17(2)(ix) 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.

This section contains the District policy and procedure for disseminating information regarding early detection of potentially dangerous behavior.

1. A “plain language” summary of the District’s Code of Conduct is provided to all students in the District at the start of every school year to ensure that all students understand acceptable behavior in the school setting. The Code of Conduct delineates, among other behavior, lack of tolerance for harassment, discrimination, bullying and violence.
2. A “plain language” summary of the District’s Code of Conduct is mailed or emailed to all parents/guardians of students in the District at the start of each school year, and is disseminated at the time of registration thereafter.
3. All new employees will be provided with a copy of the Code of Conduct at the time of hire. All teachers and other staff members will be provided with a copy of the Code of Conduct annually.
4. Efforts are made on the building level in each of the District’s schools to identify, prevent, and resolve potentially dangerous behavior at the earliest possible stage. Teams meet regularly in each building in order to work with classroom staff in identifying and preventing potentially dangerous behavior. School counselors, school psychologists, nurses, outside agencies (when appropriate), administrators, teachers, bus drivers, parents/guardians and students may be involved in this process.
5. District students at all grade levels participate in instruction guided by evidence-based violence prevention/intervention programs. Elements of these programs support students in identifying potentially violent or problematic situations with peers and in developing strategies to address these such as reporting to an adult.
6. Secondary health curricula incorporate information regarding emotional health, the impact of drugs and alcohol on an individual’s behavior, and on responsible decision-making.
7. Each of the District’s school psychologists may facilitate counseling groups for identified students around issues related to poor social skills development, managing emotions, and good decision-making.
8. Certified and noncertified staff members working with students who have been identified by the Committee on Special Education as being at-risk for engaging in violent behaviors receive annual training in crisis prevention and intervention.

⁵² 155.17(c)(1)(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, school personnel including bus drivers and monitors, parents [and] or other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;

9. The District may work in collaboration with building-level and District-wide PTAs to offer parents/guardians information regarding early-warning signs of potentially dangerous and/or violent behavior, as well as a forum to discuss specific parental concerns.

Police Agencies

The District buildings fall within the jurisdiction of the following police departments:

<u>Agency</u>	<u>Phone Number</u>
Greenburgh Police Department	914-989-1700
Westchester County Police	914-741-4400
New York State Police	914-769-2600

HAZARD IDENTIFICATION

Identification of Potentially Dangerous or Hazardous Sites:

Each school will identify and locate areas of potential emergencies in and around its building. The Director of Facilities and building custodians will locate these sites.

1. These sites are to include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-off valves. Local fire department personnel have and will continue to participate in these efforts.
2. These sites of potential emergencies will be listed in each Building-level Emergency Response Plan supplied to police, fire, emergency management services, and District personnel.
3. Potentially dangerous sites indicated below that are contained within school property and under the jurisdiction of the school district, will be checked regularly and inspected by building safety personnel on a regular schedule, at least annually. They include but are not limited to:
 - Electrical panels/shut-offs
 - Gas lines/shut-off
 - Gas appliances
 - Heating plant
 - Sewage system
 - Structural failure
 - HVAC
 - Water supply/shut-off
 - Chemical storage and cleaning supplies
 - Paper supply storage
 - Industrial arts room
 - Science rooms and labs

- Isolated areas near the school
- Nearby aqueduct, streams, ponds, rivers (flooding)
- Steep areas near school
- Unprotected exterior gas/electric, air conditioning supplies or equipment
- Playground equipment

SCHOOL SAFETY PERSONNEL ALLOCATIONS, HIRING, DUTIES, AND TRAINING⁵³

PRIVATE SECURITY

This plan includes contracts or memoranda of understanding that define the relationship between the district, personnel, students, visitors, law enforcement, and public or private security personnel. These contracts or memoranda are consistent with the Code of Conduct, and define the roles, responsibilities, and involvement in the schools of law enforcement or security personnel. The role of school discipline is delegated to school administration.

SECURITY ALLOCATIONS

- At the elementary level, there is a single point of entry for visitors at each building and visitors to the school must be buzzed into the building, sign in and receive an identification badge issued by a security consultant. Staff in the building all wear district-produced identification badges which must be worn at all times. Staff is trained to report to the main office any person they observe who is not wearing a badge.
- At the junior-senior high school level, there is a single point of entry for visitors, which is staffed during normal school hours by one of several staff members or safety personnel assigned to the High School. Visitors to the school must be buzzed into the building, sign in and receive an identification badge issued by a security consultant. Staff in the building all wear district-produced identification badges, which must be worn at all times. In addition, safety personnel are assigned to areas throughout the building.

Hiring

The interviewing and hiring of safety personnel follows the district's practices for hiring of new staff. All new staff employed by the District must be fingerprinted and security screening by state law.

Duties and Training

Training Drills and Exercises

The district will provide annual multi-hazard school training for staff and students under the direction of the building principal. Training and information will be provided to staff at the beginning

⁵³ 155.17(c)(1)(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;

of each school year. Instruction may include, but is not limited to blood-borne pathogens, hazardous materials, school violence prevention and mental health.

Greeters/Secondary School Monitors

- contracted personnel at the Junior-Senior High School
- buildings are staffed during regular school hours
- primarily responsible for enforcement of the visitor protocols
- perform perimeter patrols
- detection of hazards
- deter and report unlawful activity
- provide escorts for parents and students when needed
- provide student supervision
- check that school procedures are being adhered to
- guide the arrival and dismissal processes
- actively monitor the building and support the staff with student safety and traffic
- members of building-level emergency response planning teams

- staffed during regular school hours at the high school as well as for special events in the evening and on weekends

Required training includes:

- School violence prevention and intervention training
- Site-specific training including review of all manuals (e.g., school district policies, Code of Conduct, District-wide School Safety Plan, School Handbook, etc).
- Right-to-know training
- Blood borne pathogen training

SECTION III RESPONSE

NOTIFICATION AND ACTIVATION - INTERNAL AND EXTERNAL COMMUNICATIONS

Internal

After receiving the information from the Incident Commander at the scene, an email will be sent from the Superintendent's office to all administrators and administrative offices alerting them to the nature and status of any incident in the district. The mass communication system may be used to provide

information as deemed appropriate by the Incident Commander. Portable radios will also be used when possible.

External

Anyone with knowledge of an emergency event is encouraged to immediately call 911.

The District's mass communication system will be used to provide information to parents/guardians and emergency contacts. The District website may also be used to provide updated information throughout an incident as deemed appropriate by the Incident Commander. Schools may also use their websites, groups, and hotlines for announcements or updates as directed by the Incident Commander.

When an emergency requires notification of parents and students, the Superintendent or his designee will provide updated information to parents and students through the emergency notification system. Additional information may also be found on the District's website: <https://www.edgemont.org/>

During an emergency, all contact with the media will be handled either by the Superintendent or their designee. The media and public will be informed and updated as soon as practicable on all developments in statements released by the Superintendent or their designee. Students, staff and parents should refer all questions and requests for information to the Superintendent in order to assure the release of factual and current information. The Superintendent may refer such requests to the Public Information Officer for response.

By definition, emergency events are unforeseen and unpredictable. The safety of students and staff is the primary focus of all activities surrounding an emergency event. Every effort will be made to contact parents and the general public once the situation has stabilized.

SITUATIONAL RESPONSES

MULTI-HAZARD RESPONSE

In the event of an emergency, a Command Center will be set up at a safe location in collaboration with emergency responders. Each building has specific plans for dealing with a wide range of hazards. Specific response procedures are sensitive in nature and therefore are contained within each confidential building-level emergency response plan.

In each emergency, the building's administrator will contact the District office for assistance. The District office will provide support as appropriate and deemed necessary by the Incident Commander on the scene (i.e., sending additional mental health resources). The Superintendent or their designee will be the sole contact person for releasing information to the media and for communicating the status of the emergency with other District schools, out-of-district schools, private schools, and outside agencies.⁵⁴

RESPONSE PROTOCOLS

Written information on emergency response procedures is disseminated to parents, age-appropriate students and staff via email by October 1st annually. This non-sensitive information may also be found on the district website.

⁵⁴ 155.17(c)(1)(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;

SCHOOL CANCELLATION

- The Superintendent or their designee will monitor any situation that may warrant a school cancellation and will make the determination to do so.
- The Public Information Officer will activate use of the District’s mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.

EARLY DISMISSAL

- The Superintendent or their designee will monitor any situation that may warrant an early dismissal and will make the determination to do so.
- The Operations Chief will designate people to arrange transportation for students.
- The Public Information Officer will activate use of the District’s mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.
- The Liaison Officer will notify each of the building principals.

EVACUATION (EVACUATE)

- The Superintendent or their designee will determine the level of the threat.
- The Operations Chief will arrange for student-parent reunification.
- The Safety Officer will clear all evacuation routes and sites prior to evacuation
- Principal(s) will evacuate all staff and students to prearranged evacuation sites as outlined in building plans. They will report to the superintendent or their designee any missing staff or students.

SHELTER-IN-PLACE/SHELTER SITES (INTERNAL AND EXTERNAL)

- The Superintendent or their designee will determine the level of the threat and communicate with building principal(s) who are affected by the emergency.
- Principal(s) will move all staff and students to pre-arranged shelter-in-place/shelter sites as outlined in building plans. They will report any missing staff or students.
- The Logistics Chief will make appropriate arrangements for human needs in the event of a long-term situation.

PROTOCOLS FOR RESPONDING TO BOMB THREATS, HOSTAGE-TAKINGS, INTRUDERS, ABDUCTION, AND OTHER EMERGENCY SITUATIONS⁵⁵

The District has procedures and provides training for emergencies. Specific response steps are confidential and contained within each Building-level Emergency Response Plan. Emergencies include but are not limited to the following situations.

- Abduction/Kidnapping

⁵⁵ 155.17(c)(1)(xv) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;

- Armed Intruders / Active Shooters
- Bomb Threats
- Cyber Security Annex
- Early or Alternate Emergency Dismissal
- Earthquakes
- Explosions
- Fires
- Hazardous Material Incident
- Homeland Security Threats
- Hostage Situations
- Infectious Disease
- Missing Child/Elopement
- Severe Weather
- Student-Made Threats
- Suicidal Students
- Suspicious Package Protocol
- Suspicious Persons
- Swatting

RESPONSES TO IMPLIED OR DIRECT THREATS OF VIOLENCE⁵⁶

1. Students are required to inform school staff about any direct or indirect threat of violence or actual act of violence to themselves, others or school property.
2. Staff members are required to immediately inform the Principal or their designee of any direct or implied threat of violence or actual act of violence by students, teachers, or other school personnel including bus drivers and monitors as well as visitors to the school, including threats by students against themselves, which shall include suicide. The Principal or their designee decides whether to utilize the building's trained clinician(s) in an effort to de-escalate or defuse the situation.
3. The district disseminates educational material, including but not limited to emails and formal brochure, encouraging parents and visitors to tell school staff about any direct or implied threat of violence or actual acts of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves.
4. After considering the specificity/generality of the threat or severity of the violent act, the Principal or their designee will determine whether to immediately contact the Superintendent

⁵⁶ 155.17(c)(1)(i) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel, including bus drivers and monitors as well as visitors to the school, including threats by students against themselves, which for the purposes of this subdivision shall include suicide;

of Schools or the Assistant Superintendent to advise them of the threat, obtain assistance to determine the severity of the threat or report the violent act. The Principal will have the discretion to report minor incidents to the Superintendent verbally and/or in memorandum form after the situation has been resolved.

5. Each building has the availability of a Threat Assessment Team. This is a multi-disciplinary team that uses a nationally recognized evidence-based model to evaluate threats and implement the necessary mitigation steps to help prevent a threat from escalation to an act of violence.
6. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the District's Code of Conduct. Chronic offenders may require a behavior plan or contract, close monitoring, and/or police involvement.

RESPONSES TO ACTS OF VIOLENCE⁵⁷

1. The Principal or their designee will determine whether to contact law enforcement personnel. **Threats or actions placing students, staff and others in imminent danger require an immediate LOCKDOWN protocol followed by a call to the police and the District Superintendent (if safe to do so).** Violent offenses defined in the S.A.V.E. regulations will also require the involvement of the police.
2. The Principal, and/or their designee then determine the appropriateness of directing the Building-level Emergency Response Planning Team to be activated.
3. The Building-level Emergency Response Planning Team consisting of trained staff and school personnel may assist with an Evacuation (Evacuate), Secure Lockout, Shelter-in-Place/Shelter, Hold-in-Place/Hold, or Early Dismissal and will follow the appropriate protocol (see appendices for further information). The Incident Command System (ICS) under the National Incident Management System (NIMS) should be followed as closely as possible to ensure good coordination between the building-level teams, District leadership, and responding agencies.
4. If the threat of violence or danger is imminent, a Lockdown may be utilized. A Lockdown is time sensitive and therefore may be requested by any school staff member based on the incident and timely need for the Lockdown. During the Lockdown, all school staff, students, and visitors (including all Building-level Emergency Response Planning Team members) are required to Lockdown in the nearest lockable space and await further instruction, or in some situations, evacuate the campus.
5. Procedures for contacting parents, guardians and persons in parental relation to students in the event of a violent incident or early dismissal or emergency closure are detailed in each building-level emergency plan. The use of the District's mass communication system is typically utilized.⁵⁸

⁵⁷ 155.17(c)(1)(i) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including threats by students against themselves, which for this subdivision shall include suicide;

⁵⁸ 155.17(1)(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 or emergency school closure

6. Aggressively dangerous and violent students, teachers, other school personnel, bus drivers, or visitors shall be managed as outlined by the procedures detailed in the district Code of Conduct.
7. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the District's Code of Conduct.
8. School administrators must keep records of serious threats and acts of violence and report them annually to the state.
9. Prompt contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Planning Teams. These individuals and appropriate means of contact are documented in each Building-Level Emergency Response Plan.⁵⁹
10. The district has a zero-tolerance policy for acts of school violence.

Removing Violent Individuals

- a. Aggressively dangerous and violent students should be restrained only by qualified staff (TCI or CPI certified). Police should be called to remove the student.
- b. Violent adults are to be reported immediately and the authorities are to be called. These adults are to be removed by police only.
- c. Students and staff should be in lockdown mode when violent people are in the school.

Reporting Incidents

- a. School administrators must keep a record of serious threats and acts of violence and report them annually to the state.
- b. Incidents of violence, serious threats, intimidation etc. may require involvement of police.
- c. District and building administrators are authorized to call police to respond to the threat or act of violence.

PROTOCOLS FOR A STATE DISASTER EMERGENCY INVOLVING A COMMUNICABLE DISEASE

The following procedures provide a general overview of the District's response to a State Disaster Emergency and may require modification during an actual event based on a number of factors. The District will follow current guidance from the County Department of Health, State Department of Health and the State Education Department related to masking, distancing, quarantines, and other health-related requirements.

BACKGROUND

In September 2020, Governor Cuomo signed legislation that requires all New York State public employers to adopt a plan for operations in the event of a declared state disaster emergency involving a communicable disease. The new legislation will constitute New York State Labor Law [Section 27-c](#), and

⁵⁹ 155.17(c)(1)(iv) policies and procedures for contacting the appropriate law enforcement officials in the event of a violent incident;

serve as a response to the effects of the sudden onset of the COVID-19 pandemic in the Spring of 2020. In addition to 27-C, the following section was added to [2801-a of the Education Law](#) that required additions to the District Plan.

Education Law - 2801-a (m) - protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section twenty-seven-c of the labor law.

ACTIVATION

These protocols have been developed to respond to a public health emergency. Directive shall come from New York State Education Department, New York State Department of Health, Westchester County Department of Health, or other appropriate agency for this protocol to be activated.

DEFINITIONS

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

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

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

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

POSITIONS & TITLES DEEMED ESSENTIAL

A listing of all job titles, job descriptions, and a determination regarding whether the role is deemed essential in the event of a state-ordered reduction of in-person workforce can be accessed [here](#).

“Essential” shall refer to a designation made that the employee is required to be physically present on-site in order to perform his/her/their job. “Non-essential” shall refer to a designation made that an employee is not required to be physically present on-site to perform his/her/their job duties. By

declaring an employee essential, we do not imply that intermittent remote-based work may not be appropriate, but rather that as a function of the job, some on-site work is required.

Decisions regarding the frequency, if at all, essential employees will be permitted or asked to work remotely will be up to the discretion of their immediate supervisor in consultation with the Superintendent of Schools.

PROTOCOLS FOR NON-ESSENTIAL EMPLOYEE REMOTE-BASED WORK

A listing of all job titles, job descriptions, and a determination regarding whether the role is deemed non-essential in the event of a state-ordered reduction of in-person workforce can be accessed [here](#).

Employees deemed non-essential and asked to work remotely will be outfitted with the necessary technological tools to perform their specific duties from an alternate work environment. This includes, upon request, the deployment of school-purchased Chromebooks and PC-based laptops to staff working in this environment.

Phone lines will be transferred for all clerical staff members deemed non-essential to the phone number of their choosing.

Non-essential District Office staff requiring access to software applications and servers only accessible through the District network (e.g., nVision) will be provided with PC-based laptops and a VPN (Virtual Private Network) through the LHRIC providing the same level of access and security afforded on campus to our financial and human resource database. At least one, but no more than two, clerical staff members and one administrator from each building will be provided with the same level of access outlined above. All building-level requisitions will be forwarded to the clerical staff member outfitted with nVision access. Budget-builders (e.g., department chairs, teacher leaders, etc.) themselves will not be provided with this level of access.

In an instance in which the operations essential to the functioning of the District Office can not be completed on-site, the District may choose to enact its 'Business Operations Continuity and Disaster Preparedness Plan'. Copies of such plans are held by the Assistant Superintendent and Southern Westchester BOCES LHRIC.

STAGGERED SCHEDULES & SHIFTS

Where a mandatory social distance of six-feet cannot be established for all essential staff, administrators will develop a staff rotation or reassign desks/work locations.

In the District Office, a rotation of essential employees will be followed to ensure that no more than fourteen individuals are in-person at one time, with locations determined for each that ensures a minimum of six feet between desks.

At the Junior/Senior High School, we have one clerical member assigned to the Main office. We have a clerical member in her own office who is responsible for attendance. Two clerical employees are assigned to the Counseling Office. These clerical members will be scheduled to work in that space at their desks, with tempered glass partitions, which are more than six feet apart. Our two school nurses occupy the same office, but are greater than six feet apart. Tempered glass has been installed around each of their desks. Our technology team will occupy individual spaces in the library to maintain social distance. The administrators will work in their individual offices alone.

At Greenville Elementary School, the two clerical employees assigned to the Main Office will be scheduled to work in that space at their desks which are more than six feet apart and have been retrofitted with tempered glass partitions that surround their desks on all sides. The nurse will occupy the Health Office alone. The administrators will work in their individual offices alone. These five individuals and a rotating custodial staff will be the only staff on site and will be able to work under social distancing guidelines.

At Seely Place Elementary School, the two clerical employees assigned to the Main Office will be scheduled to work in that space and the nurse will occupy the Health Office. The administrators will work in their individual offices.

Custodial and Maintenance Staff will be deployed as follows:

EHS Custodial Staff (11 employees) - Two shifts (day and evening). Two employees on day shift with 2-way radio communication to cover campus and maintain daily operational protocols. Nine employees on evening shift (one in each building) with 2-way radio communication to perform end of day cleaning and disinfecting as needed.

Greenville and Seely Custodial Staff (5 employees each school) - Two shifts (day and evening). Two employees on day shift with 2-way radio communication to cover building and maintain daily operational protocols. Three employees on evening shift (one in each section) with 2-way radio communication to perform end of day cleaning and disinfecting as needed.

DW Maintenance Staff (2 employees) - Day shift. Both employees will split up and cover the district with one serving the HS campus and the other covering the elementary schools.

DW Grounds Staff (4 employees) - Day Shift. The employees will report to the garage maintaining six feet distance and pick up their assignments for the day. There will be plenty of room for them to work independently of each other in performance of daily tasks on the school grounds.

PERSONAL PROTECTIVE EQUIPMENT

The district will strive for the optimal social distance of six feet at all times, with all persons wearing masks. Essential staff and visitors to our schools will be required to wear face coverings indoors and outside at all times except when expressly permitted to remove them for mask breaks.

Face coverings will be provided to all essential staff, if needed, at no cost. [Acceptable face coverings for COVID-19 include](#), but are not limited to, cloth-based coverings and surgical masks that cover both the mouth and nose.

The district will instruct essential staff on:

- The proper way to wear face coverings
- Washing hands before putting on and after removing their face covering
- Proper way to discard disposable face coverings

The district will have disposable masks for use by those who don't have one at each entrance and will purchase fitted N95 masks and other appropriate PPE for the school health professionals and others who are deemed to medically require additional protection.

Storage of all personal protective equipment (PPE) including, but not limited to disposable masks, plastic face shields, gowns, and N95 masks will be monitored and controlled by the Director of Facilities. Any requests for PPE beyond the disposable masks located at each entrance, should be made via email to both Rosario Renda (Director of Facilities - rrenda@edgemont.org) and Kenneth R. Hamilton (Superintendent of Schools - khamilton@edgemont.org).

RESPONSE TO EXPOSURE

SELF-REPORTING EXPOSURES AND INFECTIONS

In the event an employee reports testing positive for COVID-19 or other communicable disease or receives a call from the DOH that they have been exposed to a person who tested positive for the same:

- The employee should immediately notify the district by contacting their immediate supervisor.

If there is a declared state disaster emergency involving a communicable disease that involves the Edgemont Union Free School District, all staff, essential and non-essential, will be contacted, and they will be guided by the aforementioned protocols.

OTHER: Any other requirements determined by the Department of Health such as contact tracing, testing, physical distancing, hygiene, disinfecting, drill modifications, or mask-wearing.

IDENTIFICATION OF DISTRICT RESOURCES WHICH MAY BE AVAILABLE FOR USE DURING AN EMERGENCY⁶⁰

District resources are available in each building and stored in a central location. Each building will designate a Command Post. The list, which is not meant to be inclusive, requires the following items:

- Copy of District-Wide School Safety Plan
- Building-level Emergency Plan
- Quick reference Emergency Management Procedures
- List of emergency telephone numbers
- Building floor plans
- Telephones
- Radio communications
- Weather radio
- Flashlights
- Photocopier
- Computer
- Student rosters
- List of individuals with special needs and specific evacuation plans
- Telephone numbers for parents/guardians Information about emergency needs (e.g. students/staff that require medications, vehicular transportation issues, etc.)
- School and staff census information

COORDINATION AND SCHOOL DISTRICT RESOURCES AND MANPOWER DURING EMERGENCIES⁶¹

The District will, as appropriate, utilize all available manpower during an emergency. Within each building, schools may use the Staff All Call response protocol, which quickly summons all available staff members to a staging area for assignments. Coordination of available employees is typically performed by the Principal or their designee. Specific job duties will be assigned based on the type of emergency and in compliance with the appropriate district and building emergency response procedure. Additional district resources may be requested by any building administrator or designee as needed. The Superintendent or their designee will call in all available maintenance and custodial staff to provide support during an emergency as needed. Assistance from outside government agencies may also be requested. A specific list of available resources may be found in Appendix 4 of this plan.

⁶⁰ 155.17(c)(1)(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;

⁶¹ 155.17(c)(1)(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;

PARTICIPATING IN UNIFIED COMMAND UNDER ICS PRINCIPLES

ASSIGNMENT OF RESPONSIBILITIES

A chain of command consistent with the National Interagency Incident Management System (NIMS)/Incident Command System (ICS) will be used in response to an emergency. Members of the School, Emergency Response Team, will be part of this system. In the event of an emergency, the response team will adopt NIMS/ICS principles based on the size, scope, and character of the emergency.

1. All administrators and Building-level Emergency Response Planning Teams members shall complete the incident command training level one.
2. All District Emergency Response Team members shall complete incident command training level one and level two.

ICS POSITIONS

The number of ICS positions filled will be dependent upon the scope of the incident.

- **Incident Commander** – Responsible for the direction of the building response in a building-level emergency (Building Administrator/designee).
- **Public Information Officer** – Compiles and releases information to the news media.
- **Safety Officer** – Monitors the response 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 department, 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 and 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.

EMERGENCY REMOTE INSTRUCTION

OVERVIEW

The District may offer remote instruction days to students in the event-of-an-emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

When making decisions about remote instruction, the District will consult with students, parents, teachers, administrators, community members, and other stakeholders as appropriate. When implementing remote instruction, the District will ensure that it is complying with applicable teaching and learning requirements.

The District's Emergency Remote Instruction Plan can be found in Appendix 9 or via [this link](#).

DEFINITIONS

- A. "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.
- B. "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.
- C. "Remote instruction" means instruction provided by an appropriately certified teacher 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.
 1. Remote instruction will encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.
 2. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.
- D. "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

FORMATS AND METHODS OF REMOTE INSTRUCTION

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners. Each school's Building-level Emergency Response Plan will contain this confidential information in the Continuity of Instruction Plan (COIP) section.

INSTRUCTIONAL OPTIONS

The District may engage students in synchronous and asynchronous learning on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction. When remote instruction by digital technology is unavailable, appropriate special accommodations for students will be made to aid their learning.

COMPUTER AND CONNECTIVITY ACCESS FOR STUDENTS

The District will ensure that students have the necessary equipment at home to participate in remote instruction.⁶² No later than June 30th of each school year, the Superintendent will report to the Commissioner of Education the results of the survey on student access to computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner.⁶³ The information received from the survey will aid in the development/updates to the detailed Continuity of Instruction Plan in each school's Building-level Emergency Response Plan.

MINIMUM INSTRUCTIONAL HOURS

Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. The Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day and that the District was in session and provided remote instruction on that day and indicate how many instructional hours were provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.

REMOTE INSTRUCTION SUPPORT

As necessary, the District will provide instruction on using remote instruction technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote instruction experience.

COMPLIANCE WITH DISTRICT POLICIES, PROCEDURES, AND THE CODE OF CONDUCT

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

⁶² 155.17(xxi)(a) ensure computing devices will be made available to students

⁶³ 155.17(f)(2) Beginning in the 2022-2023 school year, each chief executive officer shall report to the Commissioner, no later than June 30 of each school year, on a form and format prescribed by the Commissioner, the results of the survey on student access to computing devices and access to internet connectivity

PRIVACY AND SECURITY OF STUDENT AND TEACHER DATA

The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote instruction technologies in compliance with law, regulation, and District policy. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, de-identifying data, and using encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

Obtaining assistance during emergencies from emergency service organizations and local government agencies⁶⁴

1. The district continues to work closely with local police, fire, EMS, and governmental agencies to obtain assistance during emergencies. Representatives helped in the development of this plan, have assisted in emergency drills, and provided technical assistance. Providers have given approval to the district to rely on local personnel, resources, and facilities in emergency situations.
2. The district maintains an updated list of local, county, and state agencies and personnel to contact to obtain assistance. The superintendent or their designee will initiate the contact when needed.

Responsibility for declaring an emergency

1. District wide – the responsibility for declaring a District-wide emergency shall rest with the Superintendent or chain of command.
2. Individual buildings – the responsibility for declaring a building-wide emergency shall rest with the principal or a chain of command.

Obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law⁶⁵

1. The district maintains an updated list of local and county emergency organizations, agencies, and government officials responsible for implementation of Article 2-B of the Executive Law. The superintendent and their designee will initiate the contact when needed.
2. The Edgemont School District has worked closely with local emergency services agencies for support and assistance during emergencies, have included their representatives on our safety planning teams, provided them with pertinent information (ex. Building maps), and have included their personnel in planning and implementing safety-related drills. Providers have given approval to the Edgemont Schools to rely on local personnel, resources and facilities in emergency situations. Our plan provides for accessing emergency mental health services in the event of an emergency or violent incident from SWBOCES and other county, regional, and private mental health agencies.
3. For fire, EMT and medical emergencies, we use 911. For violent acts, the district protocol is to notify the law enforcement immediately. The primary responsibility for these calls is the building principal or designee. A call is then made to the superintendent who has the responsibility to notify other key officials.

⁶⁴ 155.17(c)(1)(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;

⁶⁵ 155.17(c)(1)(vii) 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;

4. The key officials in local government that can help to develop plans and assist in emergency situations as listed in emergency situations are listed in Appendix 4. Key government agencies are listed below:

1. Greenburgh Police Department
2. Greenville Fire Department
3. New York State Police
4. Westchester County OEM
5. Westchester County Police Department
6. EMS - Greenburgh Police Department
7. EMT Service - Greenville Fire Department
8. Red Cross

Contacting Parents, Guardians or Persons in Parental Relation to the Students of the District in the Event of a Violent Incident or an Early Dismissal⁶⁶

In the event of violent incidents or crises, or an early dismissal of students, every effort will be made to notify parents. As soon as practical, the Superintendent or their designee shall activate the emergency notification system that will provide relevant information. Parental notification procedures for a student involved in disciplinary situations shall be consistent with the Code of Conduct and New York State law, and shall be presented clearly and concisely to staff and students each year.

When a student is involved in any violent situation, or an implied or direct threat of violence by such student against themselves, including suicide, parent or guardian shall be contacted as soon as practicable.⁶⁷ Administration shall utilize school mental health resources when necessary.

It is the responsibility of all parents and guardians to ensure that emergency contact information for students is always up-to-date and complete.

Procedures for contacting parents, guardians and persons in parental relation to the students of the district in event of a violent incident or early dismissal are as follows.

1. The district procedure for early dismissal and parent notification is as follows:
 - a. Superintendent or his/her designee decides on an early dismissal.
 - b. Central and building administrators are informed.
 - c. Staff and students are informed of closing.
 - d. Superintendent notifies parents as per appendix 1.
2. Parents will receive information about the threat or act of violence that determined an early dismissal in their child's school as soon as is practical. This information is limited to information the school is legally permitted to disclose.

⁶⁶ 155.17(c)(1)(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 or emergency school closure;

⁶⁷ 155.17(c)(1)(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;

Procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal.

1. Emergency dismissals are broadcast as per Appendix 1. Students will be taken home or to secondary drop-off site. Students without access to their home or alternative drop-off sites will be returned to school for temporary sheltering and supervision until parents are available for pick-up. Every effort will be made to contact the parents of these sheltered students.
2. Each school will develop an early dismissal plan to include one of the following: staggered dismissal, rapid parent pick-up strategies, student attendance procedures and alternative sheltering sites.

SECTION V RECOVERY

CONTINUITY OF OPERATIONS

This district maintains continuity of operations at both the district and building level to ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of instruction. Specific continuity plans are contained within each Building-level Emergency Response Plan.

CONTINUITY OF INSTRUCTION

The District offers a suite of online instructional tools that can be used to support remote instruction and communication. General instructional tools for communicating with students include online services including:

- Google Drive with shared folders
- GSuite (Docs, Sheets, Slides, Forms, Classroom, Sites)
- Gmail

Detailed grade-specific remote instructional procedures are contained within each building-level emergency plan.

Note: The local public Library online resources are available remotely and can be accessed by students who have a library card.

DISTRICT SUPPORT FOR BUILDINGS

When the Chief Emergency Officer is notified that an emergency exists, he/she will respond accordingly.

Members of the District Safety Team will assist as needed either at their respective Building Command Posts or by responding where directed by the Incident Commander(s). The District Safety Team will assign such other personnel as deemed necessary to meet the needs of the situation.

The District Safety Team members will remain at their assigned posts until the Incident Commander(s) has determined that the emergency is over, or it is unsafe, or no longer necessary to remain, or need to relocate.

Should the incident involve a single building, at the discretion of the District Safety Team leader in consultation with that building's administrators and Building-level Emergency Response Planning Team, other school buildings may be called to support the Building-level Emergency Response Planning Team in that building.

Should the incident involve multiple buildings, at the discretion of the District Safety Team leader, in consultation with building administrators, additional mental health support from the County Crisis Team and local area hospitals may be solicited to support the Emergency Response Teams in the affected building(s).

In any case, a “debriefing”, or post-incident analysis, will be facilitated by the District Safety Team. This process will include a review of the actual incident, the Team’s response to the incident, and post-traumatic incident debriefing.

District clinicians (or, mental health professionals from outside agencies if they have been involved) will provide ongoing as-needed support to the Team members, and will monitor post-traumatic stress symptoms in team members. As appropriate, team members may be provided with a referral to EAP and/or with information regarding private mental health providers in the area.

Principal(s) are expected to consult with the District Public Information Officer in composing letters to parents following any emergency. The District’s Public Information Officer will assist in sending mass communication messages to affected groups. The District’s Liaison Officer will communicate with outside agencies, such as the County Health Department, to provide necessary services following any emergency.

DISASTER MENTAL HEALTH SERVICES

The District Liaison Officer will communicate with outside agencies, such as the County Health Department, to provide necessary mental health services following any emergency. District mental health providers may be temporarily reassigned to assist in the recovery process.

APPENDIX 1 - LISTING OF SCHOOL BUILDINGS

District Office

300 White Oak Lane
Scarsdale, NY 10583
Phone: 914-472-7768

Edgemont Jr./Sr. High School

200 White Oak Lane
Scarsdale, NY 10583
Phone: 914-725-1500

Greenville Elementary School

100 Glendale Road
Scarsdale, NY 10583
Phone: 914-472-7760

Seely Place Elementary School

51 Seely Place
Scarsdale, NY 10583
Phone: 914-472-8040

APPENDIX 2 – BUILDING-LEVEL EMERGENCY RESPONSE PLANS

Due to the sensitive safety and security information contained in each Building-level Emergency Response Plan, these plans are confidential and not available for public dissemination. Copies of plans are maintained at each school building and the District office.

APPENDIX 3 – MEMORANDA OF UNDERSTANDING

Any applicable Memoranda of Understanding relevant to implementation of the District-wide and Building-level Emergency Response Plans are on file in the district office.

Purpose of MOU: The purpose of this Agreement is to formalize and clarify the roles and responsibilities of the District and Allied Universal Security Services.

Services Provided by Agency/Vendor: Security Professional

APPENDIX 4 - COMMUNICATION PROTOCOLS

Communication Protocols and Procedures for Parents and Guardians:

It is extremely important that parents and guardians do their part to ensure that the school district can get in touch with them in an emergency.

Each summer, parents and guardians will receive an “Emergency Contact Form” that lists important information about each student, including parents’ phone numbers, email addresses, etc. Parents must review these forms, correct any information that is inaccurate or has changed, and return them to the principal’s office as quickly as possible. Information in our database can be changed at any time by calling the principal’s office in your child’s school.

Different forms of communication are outlined below. Depending on the circumstance you will be informed in a timely manner that is appropriate for the emergency we are facing or one that minimizes unnecessary interruptions in a non-emergency situation:

Email

Administrators and teachers periodically send out blast emails containing non-time sensitive information about upcoming events, ongoing school projects, and other issues of concern. Please ensure that the email address that appears on the attached form is correct.

Phone

Our contact information lists up to three phone numbers for each parent:

- O Home phone number
- W Work phone number
- C Cell phone number

In the event of a school closing (i.e. a snow day), delayed opening, or early release, we will send out a robo-call to the phone numbers listed on each student’s emergency contact form.

Text

We will send out texts to parents who “opt in” to receive them whenever school must be closed. Note that FCC regulations prevent us from sending unsolicited texts to parents/guardians. You must opt-in using the following procedure:

- Send a text message to 68453 with the text “optin”.
- You may then receive a confirmation message asking you to reply “y” to confirm that you want to receive messages from Edgemont.

Note that standard text messaging rates apply to texts that you receive from this system.

APPENDIX 5 – DISTRICT RESOURCES – CONTACT INFORMATION

TITLE	NAME	OFFICE PHONE
Superintendent of Schools	Kenneth R. Hamilton	914-472-7768
Asst. Superintendent, Business/Emergency Coordinator	Bryan Paul	914-472-7767
Director of Pupil Personnel Services	Jennifer Del Conte	914-472-7769
Asst. Superintendent, Curriculum, Instruction & Assessment	Felipe Orozco	914-725-7768
Transportation Supervisor, Ardsley UFSD	Jack Coxen	914-295-5544
Transportation Company	Ardsley Transportation	914-295-5544
Transportation Company	Royal Coach	914-365-1888
District Clerk	Jennifer Masci	914-472-7768
Director of Facilities	Rosario Renda	914-725-1500
Athletic Director	Anthony DeRosa	914-725-1500
Cafeteria Services	Amber Ho-Shing	914-725-1500
Town Supervisor	Paul Feiner	914-989-1540
Greenville Fire Department		914-723-3430
Greenburgh Police Department		914-989-1700
Ambulance - Greenville EMT Service		914-723-3430
White Plains Hospital		914-681-0600
NY-Presbyterian/Lawrence		914-787-1000
Westchester County		
County Executive	Kenneth W. Jenkins	914-995-2000
Emergency Management	Susan Spear	914-231-1696
BOCES Emergency Management	Harold Coles Valerie Cermele	914-937-3820
Public Safety Commissioner	Terrance Raynor	914-864-7900
County Health Dept.	Dr. Sherlita Amler	914-864-7292
Red Cross Emergency Services	203-869-8444	

APPENDIX 6 - LIST OF DISTRICT SAFETY AND CRISIS RESPONSE TEAM

TITLE	NAME	OFFICE PHONE
Assistant Superintendent for Business & Administration / Chief Emergency Officer	Bryan Paul	914-472-7767
Superintendent	Kenneth R. Hamilton	914-472-7768
Director of Pupil Personnel	Jennifer Del Conte	914-472-7769
Jr./Sr. High School Principal	Kyle Hosier	914-725-1500
Seely Place Elementary School Principal	Eve Feuerstein	914-472-8040
Greenville Elementary School Principal	Marisa Ferrara	914-472-7760
Teacher Representative	Michelle Greenwald	914-725-1500
Support Staff Representative	Paola Zagoya	914-472-7767
Police Representative	Micaela Henry	914-989-1700
Parent Representative	Josefine Teneback Cays	██████████
Board Representative	Josefine Teneback Cays	██████████
District Safety Representative	Rosario Renda	914-725-1500
Technical Assistance/Communication	Paul Garofano	914-725-1500

APPENDIX 7 - LIST OF OTHER SCHOOLS

SCHOOL	TELEPHONE
Greenville Community Church	914-723-1266

TRANSPORTATION COMPANY: ARDSLEY TRANSPORTATION - 914-295-5544

ROYAL COACH - 914-365-1888

SCHOOL	TELEPHONE
Bronxville High School	914-395-0500
Eagle Hill	203-622-9240
Leffell Lower School	914-948-3111
Leffell Upper School	914-948-8333
German School of New York	914-948-6513
Hackley School	914-366-2168
Greenburgh Bailey Elementary School	914-948-8107
Masters School	914-479-6400
Riverdale Country School	718-549-8810
The Bridge School	914-937-3800
BOCES Tech Center	914-784-2727
BOCES Occupational Center	914-761-3400
Ardsley HS/MS	914-295-5637
Spire School	203-661-1609
Irvington Middle School	914-269-5312
Windward School	914-949-6968
Atlas School	212-256-0846
Horace Mann	718-432-4000
Rye Country Day School	914-967-1417
Iona Grammar School	914-633-7744

Resurrection School	914-967-1218
Iona Prep	914-632-0714
French American School of NY	914-250-0469
Sacred Heart School	203-531-6500
School of the Holy Child	914-967-5622
Salesian HS	914-632-0248

APPENDIX 8 – SECTION 155.17 REGULATION COMPLIANCE REFERENCE

- **155.17(b)(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, parent organizations, school safety personnel, and other school personnel including bus drivers and monitors. 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.
- **155.17(c)(1)(i)** policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including threats by students against themselves, which for this subdivision shall include suicide;
- **155.17(c)(1)(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;
- **155.17(c)(1)(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;
- **155.17(c)(1)(iv)** policies and procedures for contacting the appropriate law enforcement officials in the event of a violent incident;
- **155.17(c)(1)(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;
- **155.17(c)(1)(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;
- **155.17(c)(1)(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;
- **155.17(c)(1)(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;
- **155.17(c)(1)(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;
- **155.17(c)(1)(xi)** policies and procedures relating to school building security, including, where appropriate: (a) the use of school safety or security officers and/or school resource officers. Beginning with the 2019-20 school year, and every school year thereafter, every school shall

define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan; and (b) security devices or procedures.

District-wide school safety teams shall consider, as part of their review of the comprehensive district-wide safety plan, the installation of a panic alarm system;

- **155.17(c)(1)(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, school personnel including bus drivers and monitors, parents or other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;
- **155.17(c)(1)(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;
- **155.17(c)(1)(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, and information about emergency procedures and drills, including information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. At their discretion, schools and districts may participate in full-scale exercises in coordination with local and county emergency responders and preparedness officials;
- **155.17(c)(1)(xv)** the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;
- **155.17(c)(1)(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;
- **155.17(c)(1)(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;

- **155.17(c)(1)(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 or emergency school closure;
- **155.17(c)(1)(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 districtwide school safety plan and building-level emergency response plan(s) (g) ensure the conduct of required evacuation and lock-down drills in a trauma informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by section 807 of the Education Law; and (h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.
- **155.17(h)(1)(3)** One Emergency Dismissal drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.
- **155.17(c)(1)(xx)** ensure the development of protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section 27-c of the Labor Law; and
- **155.17(c)(1)(xii)** beginning with the 2023-2024 school year and every school year thereafter, an emergency remote instruction plan. For purposes of this subparagraph remote instruction shall have the same meaning as defined in section 100.1(u) of this Chapter. Emergency remote instruction plans shall include: (a) policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction and policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity. Each chief executive officer of each educational agency located within a public school district 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 to inform the emergency remote instruction plan; (b) 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; (c) a description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate; (d) a description of how special education and related services will be provided to students with disabilities, as defined in section 200.1(zz) of this Chapter, and preschool students with disabilities, as defined in section 200.1(mm) of this Chapter, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and (e) 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.

Purpose

In accordance with Education Law § 414(1) and NYSED’s Remote Instruction Under Emergency Conditions requirements, this plan outlines how Edgemont UFSD will ensure continuity of instruction when onsite learning is disrupted due to emergency conditions (e.g., severe weather, facility failures). The plan addresses:

- Instructional expectations (K–12)
- Device and connectivity access
- Synchronous vs. asynchronous time
- Services for students with disabilities
- Instructions for students without technology access
- Staff expectations
- Estimated instructional hours for State Aid claims

This plan ensures that remote instruction during emergency conditions is instructionally sound, equitable, accessible, and developmentally appropriate, and complies with all NYSED guidelines.

I. Conditions For Remote Instruction

The district may implement remote instruction when emergency conditions prevent the safe operation of school buildings, including:

- Severe weather (snow, ice, flooding)⁶⁸
- Power outages or heating failures
- Building emergencies
- Other conditions as determined by the Superintendent

In such cases, the district will announce a **remote instruction day** with a **two-hour delayed start** to allow families and staff to prepare.

II. Device & Connectivity Access

NYSED

Requirement #1 & #2

Devices

- Grades 5–12: All students have district-issued ChromeBooks.
- Grades K–4: Devices may be sent home when multiple weather days have been used, and another closure is anticipated.
- The district will maintain an inventory of loaner devices.

⁶⁸ This remote learning plan will take effect in the event of snow only after all scheduled, calendar-approved snow days have been used.

Connectivity

Families will be notified that if internet access is disrupted:

- Students may complete printed learning packets (K–6) or offline assignments (7–12).
- Schools will maintain procedures for families to request connectivity support (hotspots if available, supervised pick-up locations when safe, or paper alternatives).

III. Instructional Expectations

NYSED Requirement #3:

Synchronous/Asynchronous Balance

NYSED requires that asynchronous work be supplementary, not the primary mode of instruction.

Elementary Schools (K–6)

Structure

- Two-hour delay to start the day.
- Teachers available for virtual check-ins/questions during posted hours.

K–4

- Primary instruction is delivered through **printed and/or digital learning packets** prepared in advance.
- Activities are designed to be completed **offline**, acknowledging possible power/internet disruption.
- Teachers provide **synchronous check-ins** (Google Meet) if connectivity allows.

5–6

- Students may engage via:
 - Google Classroom
 - Online tools (Chromebooks)
 - Printed packets
 - Ongoing projects/assignments

Teachers are available daily via Meet and email.

Specials Teachers – Collaborate with grade levels to add developmentally appropriate activities to learning packets.

Secondary (Grades 7–12)

Structure

- School follows a **two-hour delay bell schedule** for remote days.
- Teachers post assignments on Google Classroom.
- **Synchronous availability** provided during the scheduled class period (Meet or email).
- Assignments should allow students to complete even if they temporarily lose connectivity.

Instructional time expectations

- Grades 9–12: ~50 minutes of work per scheduled subject per remote day.

- Grades 7–8: ~40 minutes of work per scheduled subject per remote day.

Work is due the next school day by 3:00 PM unless otherwise stated.

IV. Students Without Access To Digital Technology Requirement #4

NYSED

For students who cannot access remote instruction digitally due to:

- Lack of internet
- Power outages
- Device malfunction

The district will ensure:

- K–6: Printed learning packets allow for fully offline completion.
- 7–12: Teachers design assignments that can be completed offline; deadlines may be extended.

Schools will track individual student situations to maintain equitable access.

V. Special Education & Related Services Requirement #5

NYSED

The district will ensure the continued provision of FAPE during remote instruction:

- Special education teachers will provide modified assignments aligned to each student’s IEP goals.
- Related service providers (speech, OT, PT, counseling) will offer:
 - Virtual sessions
 - Telephone check-ins
 - Printed resources/activities for use during closures
- Resource Room teachers will contact students regularly to support timelines, check progress, and provide accommodations.
- The district will document all attempts to provide services.

VI. Staff Expectations

All teachers will:

- Post assignments by the start of their instructional window.
- Provide synchronous “availability time” (Meet/email) for student questions.
- All teachers will respond to student and family email inquiries within 48 hours, contingent upon reliable internet access and provided that administrative consultation is not required.
- Provide accessible materials (print/digital).
- Ensure consistency with NYSED’s expectation that asynchronous instruction is supplementary, not primary.

Building administrators will:

- Ensure communication is sent home in advance of remote days.

- Monitor access, equity, and instructional expectations.
- Support staff with technical and instructional needs.

VII. Instructional Hours For State Aid Requirement #6

NYSED

Edgemont UFSD will claim instructional hours for remote emergency days under Commissioner’s Regulation § 175.5 using these daily hour equivalents:

- **Grades K–6:** Equivalent to a full in-person school day through a combination of packets, assignments, and synchronous support.
- **Grades 7–12:** Instructional hours align to the two-hour delay schedule and required work posted for each class.

The district will maintain documentation demonstrating that remote instruction provided educational value equivalent to an in-person day.

VIII. Equity & Access Considerations

- All materials designed for various home contexts (multiple caregivers, limited time, special needs).
- Offline options are prioritized due to possible power outages.
- Materials are sent home proactively when additional closures are anticipated.

IX. Communication

The district will notify families:

- Through email, the district website, and classroom platforms.
- At Coffee Nights and curriculum evenings, where the plan is reviewed.
- In advance, when potential remote days are likely (when snow-day count is nearly exhausted).

X. Review & Revision

This plan will be reviewed annually and updated based on:

- Feedback from students, families, and staff
- Updated NYSED guidance
- Changes in technology access and resources