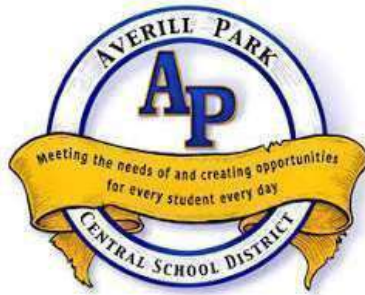


Averill Park Central School District

DISTRICT-WIDE EMERGENCY RESPONSE PLAN

SAFE SCHOOLS PLAN



BOE approved: 8/12/24

Averill Park Central School District

SAFE SCHOOLS PLAN

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SAFE SCHOOLS PLAN

Introduction

This comprehensive Safe Schools Plan is a guide for planning and a framework for action for the schools and community with the Averill Park Central School District. Each Building Emergency Response Team, the parents, the community, our staff and students should use this as a resource. It is deliberately flexible so that it can be used to respond successfully to changes in the needs of individual schools within the district over time. The plan is a synthesis of safe school's research, ideas from several area model plans, ideas from many safe school workshops attended by our members, ideas and direction from our District-wide Safety Committee, and the school community's past experience.

The district is committed to an ongoing assessment of safety, the development of action plans and budgetary requests for improvement, and periodic evaluation and adjustment of the plan. This plan was developed pursuant to Commissioner's Regulation 155.17.

Section 1: IMPLEMENTATION OF THE PLAN

1. Averill Park Central School District designates Dr. James Franchini, as the district's Chief Emergency Officer. Along with his Safety Coordinator designee, together, they will ensure the following duties shall be completed:
 - a. Annually review and update the District Safe Schools Plan and Building Level Emergency Response Plans.
 - b. Ensuring that staff and students receive required training by September 15th of each year.
 - c. Ensure the required evacuation and lock-down drills are conducted in a trauma-informed, and developmentally and age-appropriate manner that does not include props, actors, or 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.
2. The Superintendent of the Averill Park Central School District has formed a District-wide Safety Committee whose membership will be composed of representatives from: the School Board, teacher organization, administrator organization, parent organizations, school safety personnel, students, and other school personnel determined by the Superintendent or designee.
3. The Superintendent and the District-wide Safety Committee has charged all building principals to form Building Emergency Response Teams within their school buildings consisting of, but not limited to, representatives of: teacher organization, administrator organization, transportation department, parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, fire officials, other emergency response agencies and other representatives the board of education deems appropriate.
4. In the event of an emergency or violent incident, the initial response at an individual school will be by that Building's Emergency Response Team. Once the Superintendent and/or his/her designee are notified, the District Emergency Response Team will be mobilized to respond and, when appropriate, local emergency officials will be notified. Efforts may be supplemented by local, county, and state resources through existing protocols.
5. It is the responsibility of each Building Emergency Response Team to use the Building Level Safety Plan and the District-wide Safety Committee to develop Emergency Procedures to effectively maintain a safe building. Each year the Building Emergency Response Teams will need to assemble the information needed to assess the component of the Emergency Procedures for their building. The Building Principal, or designee, must approve any modifications of each school's Building Level Safety Plan and submit it to the District Safety Coordinator. It is the Principal/designee's responsibility to see that the Emergency Procedures are implemented through appropriate designation of tasks to School Safety Team members as well as others.
6. The Building Emergency Response Planning and Building Emergency Response Teams should plan to meet to monitor and adjust their Action Plans and their Building Level Safety Plans if necessary throughout the school year; a minimum of three meetings is advisable.
7. The Building Emergency Response Planning and Building Emergency Response Teams will submit a summary to the Safety Coordinator by June 1 of each year. (Appendix A). The report will contain the following:
 - a. Results of required emergency drills
 - b. A summary of safety incident reports from the past year

- c. A summary of the Action Plan procedure(s) implemented, areas of noted improvement, and areas of concern
8. It is the responsibility of the District-wide Safety Committee to evaluate the information from all of the Building Emergency Response and Planning Teams' school safety reports, to re-evaluate the District Safe Schools Plan, to make necessary adjustments and to report annually to the Superintendent and/or the Board of Education.
9. Each year's new District Safe Schools Plan must be reviewed, updated if necessary, and adopted on or before September 1st of each year by the Board of Education upon the recommendations of the Superintendent, Chief Emergency Officer.
10. The approved District Safe Schools Plan must be provided to the Building Principals by September 1st for individual building planning purposes. Copies will also be provided to local emergency first responders.
11. It shall be the responsibility of the Safety Coordinator to maintain a progressive record of the District Safe Schools Plan and new or updated Building Emergency Response Team Emergency Procedures for each year. Updated Building Level Emergency Response Plans must be submitted annually to the New York State Education Department by October 1.
12. A copy of the plan is available in the school's office and is published on the District website at <https://averillpark.k12.ny.us/> While linked to the District Safety Plan, the building level school safety plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law and any other provision of law in accordance with Education Law 2801-9.
11. The District utilizes the services of a trained School Resource Officer (SRO), provided via an intermunicipal Agreement with the County of Rensselaer, and the Sheriff of Rensselaer County. The Intermunicipal Agreement (Appendix D), clearly defines the scope of services, duties and responsibilities of the SRO, in relation to those of the District. This expressly includes the clear delegation of student disciplinary responsibility to the school administration.

Section 2: RISK MANAGEMENT

A. Prevention/Intervention Strategies

The Averill Park Central School District continues to develop and investigate various strategies regarding security, violence prevention and intervention. Examples include but are not limited to the following:

- Effective July 1, 2001, SAVE legislation requires that all prospective employees of a school district be fingerprinted if they have not been appointed by official action prior to July 1, 2001. This information will be used to determine whether individuals shall be granted clearance for employment
- Training of all staff (including front office staff) on emergency response protocols
- Staff wearing of picture ID badges
- Monitored single entrance of each building. Secured vestibules at MS & HS.
- Visitor sign-in/out with the Raptor Visitor Management system
- Cameras to monitor hallways, entrances, parking areas and playgrounds
- Rensselaer County Sheriff- School Resource Officer
- Emergency Response Protocols
- Rensselaer County Mental Health Satellite Clinic
- Training for all staff in de-escalation techniques and non-violent conflict resolution training.
- Code of Conduct for each building level [LINKED HERE](#)
- Each building's referral process is utilized for the reporting of potentially violent incidents according to the building chain of command and following the District's Code of Conduct. Additionally, counselors are available in every school for students to share information where the source can be confidential.
- Internet safety instruction
- Counseling groups
- Building based Student Support teams
- Character education programs/activities
- Rensselaer County Student Assistance counselors- MS & HS
- START Center: social work service for family engagement services
- Referrals to outside agencies
- Peer mediation
- Elementary Classroom Connections activities
- DASA Initiatives
- Restorative Justice/Circles
- Extracurricular Clubs and Activities: ex: World of Difference, Best Buddies, GSA
- Safer Schools Together Partnership
- Therapeutic Crisis Intervention Training using Cornell Residential Project
- Rensselaer County Elementary health topics, Erin's Law
- Second Step lessons for K-6 which includes Anti-Bullying lessons
- Employee Assistance Program and supports
- Trauma Informed drills
- Behavioral Threat Assessment teams.
- Collaborate with the newly forming Rensselaer County Threat Assessment Team

B. Drills & Exercises

1. Annually, Averill Park CSD will coordinate trauma-informed drills and other school safety exercises for staff and students. Training for students and staff will occur prior to September 15th and before any drills are initiated.

Training will include an explanation of the non-confidential roles and responsibilities of students and staff during the activation of emergency procedures outlined in the School Safety Plan and other applicable procedures. When appropriate, the district will utilize local, county and state emergency responders and preparedness officials. The District will review building safety protocols in response to post-incident feedback.

These drills will be conducted in a trauma-informed, developmentally and age-appropriate manner. They will not include props, actors, simulations or other tactics intended to mimic a school shooting, incident of violence or other emergency.

Additionally, students and staff will be informed of the drill status prior to all drills via the PA system immediately prior to the initiation of the drill.

2. Per regulation, there can only be one drill scheduled each day per building. Throughout the year, drills must be scheduled at different times of day.

3. If the district participates in a full-scale exercise/simulation in conjunction with local and county emergency responders and preparedness officials, such activities will not occur while school is in session or during after school events/athletics. Such activities can not include students without written consent from parents or persons in parental relation.

4. The District will conduct annual training for both staff and students in multi-hazard safety issues, including Right-To-Know and Blood Borne Pathogens. Training will be coordinated by the District Administration, consisting of classroom activities, tabletop exercises, evacuation drills, lockdown drills, shelter-in-place drills, evacuation drills, secure lockout drill, bus evacuation drill, and other safety programs. The Building-level safety team and the District-wide Safety Committee will both review safety measures and procedures at their scheduled meetings.

Two hours of instruction on issues of school safety need to be provided to all employees on a yearly basis. These can/should include but are not limited to:

- a. De-escalation strategies
- b. Warning signals for violence
- c. Non-violent conflict resolution
- d. Emergency response team training
- e. Mediation
- f. Social skill development
- g. Character education
- h. Playground Safety

5. The District will provide annual training to staff in violence prevention and intervention, including but not limited to in-service programs, conference days and workshops. Targeted staff is trained in policies/procedures pertaining to anti-harassment/bullying/violence. Identified staff participates in AED and First Aid training. School Safety Training and DASA instruction will occur by September 15th of each year.

6. Schools will keep a record of all building drills and report this information annually to the District-

wide Safety Team for review using the reporting form in the Safety shared drive. This information will be submitted to NYS by October 1st.

C. Procedures for annual multi-hazard training for staff, students and families

Each school within the district shall:

- Conduct a minimum of four lockdown and eight evacuation drills per school year. A combination of eight drills are to be completed by December 31, with the remaining four drills to be completed by the end of the school year. All drills will be completed during the scheduled school day.
- Provide all staff with emergency response and emergency training (ex: evacuation, lockdown). This may occur via self paced modules or direct sessions by law enforcement.
- Students are instructed on emergency response protocols, including evacuation and lockdown procedures, prior to the drills each year.
- Parents/Families will be informed annually regarding emergency response types and procedures. Families can refer to the FAQ on the district website:
<https://www.averillpark.k12.ny.us/services/school-safety/emergency-response-for-parents-faq/>
Additionally, families will be messaged in the week prior to any planned drill.
- Provide required staff with playground safety training

D. Implementation of School Security

Averill Park Central School District is committed to providing a safe working and learning environment. To help ensure the personal safety of staff and students the following has been adopted:

1. Screening of potential new employees which includes checking at least three references and submitting to a criminal history background check that includes fingerprinting.
2. All outside doors will remain locked during the day. Visitors will access the schools through a single entry point at the main entrance.
3. Each school's Main Office has at least one panic button with direct connection to the alarm monitoring company who will contact Rensselaer County 911 dispatch.
4. Staff will visually screen visitors prior to admitting entrance into the school.
5. Every exterior door will be accessible as an exit. Protocols are in place to ensure doors are not propped open or the locking mechanisms are not otherwise overridden.
6. All inside classroom doors shall have the capability to be locked from the inside.
7. Doors should be closed and locked when not in the classroom
8. All visitors and non-building employees will be required to sign in with the Raptor Visitor Management System. If they need access to other areas of the building they will either be escorted by an employee of the school or issued a "Visitor" ID tag via the Raptor system.
9. Cameras and monitors will be strategically placed.
10. The District's staff will monitor all areas of each campus for safety and security purposes.
11. Close communication and collaborative working relationships between the District and local law enforcement is essential to increasing school safety and ensuring a timely and appropriate
12. If the building has Hall Monitors, the monitors will maintain a presence in the hallways during passing times; maintain a presence in school bus loading and unloading zones at the beginning and end of school days; and maintain a presence at any other strategically advantageous points to observe traffic flow and student behavior.
12. Before a child may be released from the building by a non-school person, the visitor must be

recognized by the building principal or his/her designee as one having the legal right to take the child. The visitor will wait in the assigned area for the child at which time he/she will be signed out. (Preferably within the secured vestibule- AMS/HS) No visitor is to go to the classroom unaccompanied by the appropriate school official for the purpose of getting a child.

E. Early Detection of Potentially Violent Behaviors

Averill Park Central School District will:

- Facilitate training for staff and students on specific policies regarding reporting of threats and conflicts, weapons, appropriate clothing and the clearly defined roles and responsibilities of all persons involved in the school setting.
- Disseminate information provided by the school Code of Conduct.
- Annual training on Averill Park's Workplace Violence program and reporting mechanisms.
- Train staff in Therapeutic Crisis Intervention (TCI) and de-escalation strategies
- Use building based Threat Assessment Teams. Teams include administrator(s), school psychologist and counselor(s), and other school personnel. Teams have been trained and will use the CPLS model. The goals are to prevent violence and to resolve conflicts or problems that underlie threatening behavior. The purpose of the team is to conduct threat assessments of students and other individuals who threatened to commit an act of violence. The assessment will determine the level of seriousness and determine if the threat can be quickly resolved or if the threat will require/(s)more extensive evaluation and intervention. Students/staff/families should report all threats to school administration or law enforcement.
- There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. Student support teams within each building meet regularly to monitor warning signs that may signal a student that may need help. Teachers and parents may make referrals on specific students through the building principal or school counselors. Some signs may include:
 - Social withdrawal
 - Excessive feeling of isolation or rejection
 - Being the victim of violence
 - Feeling of being picked on
 - Low school interest and poor academic performance
 - Expression of violence in writing and drawings
 - Uncontrolled anger
 - Patterns of behaviors ex: impulsive aggression, chronic hitting and bullying
 - History of discipline problems, violent and aggressive behavior
 - Intolerance for differences and prejudicial attitudes
 - Alcohol and drug usage
 - Inappropriate access/use of firearms
 - Threats of violence

F. Sites of Potential Emergencies

The Averill Park Central School District has established procedures in the Building Level Emergency Response Plan for the identification of potential internal and/or external hazards that may be present in them. These procedures have been developed in coordination with local emergency management office personnel, fire department, and law enforcement agencies.

Section 3: RESPONSE

A. District Response to Emergency Situations

1. The District uses the Incident Command System model for emergency actions. For district-wide emergencies, the Incident Commander will be the Superintendent of Schools or his designee if the Superintendent is not on site at the time of the incident.

2. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. As time permits these decisions should be made after consulting with the Superintendent of Schools. The Incident Commander is authorized to activate such resources and personnel as are appropriate for the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan. Building Level Incident Command staff are identified in the Building Level Emergency Response Plan.

3. Information regarding the Averill Park Central School Incident Command Center post, staging area, transportation, and guidance on family reunification plans and procedures are identified in the Building Level Emergency Response Plans.

B. Notification and Activation (Internal and External Communications)

1. Any staff member may initiate an emergency response: Hold in Place, Shelter-in-place, Secure Lockout, Lockdown, Evacuation. The Incident Commander will contact emergency responders as described in the Building-Level Emergency Response Plans.
2. The District will notify any appropriate educational agencies in the case of a disaster that would affect any of these agencies.
3. The District will contact appropriate parents, guardians via the School Messenger system, media release, telephone contact, or other appropriate means in the event of an emergency situation. Conditions requiring such notification are outlined in the Building-Level Emergency Response Plans.
4. Staff will be alerted by, but not limited to: building intercom systems, School Messenger, walkie-talkies, email or phones.

C. Situational Responses

1. The Averill Park Central District's multi-hazard response plans for taking actions in the following emergencies are included in the School Safety Plan. These include, but are not limited to, the following:

Acts of Violence

- Bomb Threat
- Hostage taking/kidnapping
- Intrusion

Natural Hazards

- Earthquake
- Flood
- Hurricane/tropical storm
- Severe thunderstorm/tornado
- Winter storm

Technological Hazards

- Energy Supply Loss
- Gas Leak
- Hazardous Material Spill
- Radiological Incident
- Water Emergency

Explosion and Fire

- Explosion/Fire Emergency

Systems Failure

- Building Structure Failure
- Maintenance Emergency
- Transportation Fleet Loss

Medical Emergencies

- School Bus Accident
- Procedural Guidelines for Medical Emergencies
- Pandemic- Infectious Diseases

2. **School Cancellations** - The Superintendent will make the determination after consultation with the Transportation Supervisor, and/or county emergency management personnel. The Superintendent, or designee, initiates the communication of school cancellation to staff and school community.
3. The District procedure for **early dismissal** is as follows:
 - a. Superintendent or his/her designee decides on an early dismissal.
 - b. The Transportation Supervisor is notified to supply buses.
 - c. Central and building administrators are notified.
 - d. Staff and students are informed of closing.
 - e. Parents will be notified of early dismissal through media contacts (radio stations, television, web site) and/or messages sent via the School Messenger Texting system.

4. Evacuation Plan

Building plans provide specific information on internal and external district location options depending on the extent of the situation.

- A. If there is a disaster within Rensselaer County, the Averill Park Central School District Superintendent will implement an evacuation plan in cooperation with the Rensselaer County Emergency Services.
- B. If the evacuation of the school building is deemed necessary, staff will be responsible for all persons under their control. Staff will take class attendance, visitor logs and other important records with them to pre-designated safety areas.
- C. If an evacuation is necessary before the start of the school day: No students will enter the building. All staff present will mobilize to the nearest designated site. Transportation will be informed and will follow directions for off-site staging.
- D. If an evacuation is necessary during school hours: All students within the building or waiting to enter will be evacuated to the appropriate shelter site.
- E. It is the responsibility of the Principal, School Nurse and the Safety Committee to develop and implement an emergency evacuation plan for persons with medical issues and physical limitations.

Plans will be included in each school's Building Level Emergency Response Plan (appendix G)

5. Sheltering Plan

If it is necessary for a school building to be utilized to house students, all teachers and building administrators will remain with the students to oversee and to supervise such operations. Procedures for Sheltering On-Site are found in the Building Emergency Response Plans. The procedures are specific to each school and situation.

6. Student Release and Reunification

All students who have been evacuated to a pre-designated safety area will remain under the supervision of teachers and administrative personnel until the incident has been resolved. The incident commander will determine the plan for reunification with families. All communications will include the use of the School Messenger system.

D. SHELTER AGREEMENTS

The district has established and has recurring shelter agreements with community locations in preparation for emergency situations that would call for an off-site evacuation.

Copies of the Shelter agreements can be found in the Superintendent's office and online in the District Safety shared drive folder.

Section 4: RECOVERY

After a critical incident has occurred, the school is committed to a thorough and comprehensive recovery for students, staff and families. To achieve this goal, the Post-Incident Response Team should consider the following steps:

Step 1: Consult with District Superintendent/designee in conjunction with Incident Commander

- Determine nature and advisability of team involvement
- If the District or Building Response Team is needed, acquire release from currently assigned responsibility
- Determine if regional support is needed via Questar III or other agencies

Step 2: Acquire facts and circumstances as to the nature of the incident

Step 3: Determine groups and/or individuals most affected by the trauma (target population) Step

Step 4: Assist Incident Commander/Superintendent in the following:

- Arrange for staff meeting and formulate staff meeting agenda
- Disseminate information to staff, parents, students, media, etc. (ex. letters, etc.)
- Determine logistical needs (ex. work space, crisis center, counseling rooms, class schedules, etc.)
- Assign locations for family services, as needed
- Request support from outside agencies

Step 5: Assignment of team members and other staff to individual tasks

Step 6: Provide Post Incident Response Services

- Conduct faculty meeting with all building staff and plan follow up meetings
- Conduct classroom meetings in seriously affected classes by school counselor
- Assess needs and arrange for follow-up meetings with individuals and small groups
- Crisis Team "debriefing" at the end of the day
- Provide substitutes and aides as back-up staff for teachers
- Crisis workers in offices to aid office staff to deal with parents' telephone calls and questions
- Meet with families involved in crisis

Step 7: Follow-up plans for ending Post Response Team involvement

- Staff meeting to go over staff questions and needs
- Provide feedback to teachers regarding individual student needs
- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for meeting with Post Response Team to determine effectiveness of the Crisis Response Plan in addressing the needs for the incident

Follow-through

Averill Park Central School District will work closely with regional support team/local mental health services to:

- Provide services to children and families that are appropriate for the type of emergency/disaster
- Assess conditions and immediate needs of children and families including food, shelter, clothing and medical treatment
- Follow-up on referrals
- Decrease the internal and external stressors which affect the children and families
- Provide opportunities for children, families & staff to verbalize their feelings and emotional support to aid recovery

- Guide the families and staff through the emergency/disaster and provide tools and techniques for the families to help them recover

Appendix A

Building Safety Team Summary Report

Submit by June 1st to District Safety Coordinator

School:

APHS _____ AMS _____ MHSL _____ PES _____ WSL _____

Date of review:

Are all safety drills completed for the year and entered into the "Drills" reporting form? If not, do you have them scheduled?

_____ Yes

_____ No

_____ No, but they currently scheduled for completion

Any incidents of note requiring corrective action planning? Describe.

Additional safety concerns/issues?

Has your Building Safety Team identified changes to your current Building Safety Plan?

___ Yes. Submit to Safety Coordinator before July 1

-- No

Has your Building Safety Team identified any resources or training that are needed moving forward?

Appendix B

EMERGENCY DAY REMOTE PLAN

PURPOSE

In the event the district closes school and chooses to implement remote instruction, the following plan will be utilized to ensure the day counts as a day of instruction towards the district's 180 days of required instruction.

The state defines remote learning as "instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher."

In order to meet the requirement of "regular and substantive daily interaction between the student and teacher", we will follow these guidelines:

INSTRUCTIONAL ACTIVITIES

K-5 INSTRUCTION

Each day, there are 200 minutes of core instruction time scheduled for English Language Arts, Math, Science and/or Social Studies, as well as "Classroom Connections" meetings. The use of these 200 minutes is left to the discretion of the teacher with the expectation that we will strive to meet the minimum time requirements we are currently using for ELA (90 minutes) and Math (60 minutes).

GRADES K-1

Teachers will prepare and send home a schedule with paper-based instructional activities for students to complete at home. Activities may include worksheets, take-home books, learning games, etc.

During remote days, classroom teachers in grades K-1 will communicate with their building principals to discuss their responsibilities during the work day.

GRADES 2-5

Instruction during this scheduled time should be a daily mix of synchronous and asynchronous learning. The amount of synchronous learning should correspond to the age of the students you are teaching with no more than 20 minutes of direct instruction taking place at any one time. Emphasis should also be placed on small group synchronous learning in lieu of whole class instruction.

6-8 INSTRUCTION

All scheduled classes will continue to meet on a shortened schedule for 30 minutes per class. Instruction during this scheduled time should be a daily mix of synchronous and asynchronous learning. Teachers should utilize Google Classroom to allow for the sharing of instructional materials between students and staff.

9-12 INSTRUCTION

All scheduled classes will continue to meet on a shortened schedule for 50 minutes per class. Instruction during this scheduled time should be a daily mix of synchronous and asynchronous learning. Teachers should utilize Google Classroom to allow for the sharing of instructional materials between students and staff.

SCHOOL SCHEDULE

Each building will utilize a daily schedule that emphasizes daily contact time with our students. The school day will follow a similar start and end time for staff as we have been following for our in-person days. The times on these schedules should be followed for all grade levels to ensure a consistent schedule for our families managing multiple children.

ELEMENTARY REMOTE LEARNING SCHEDULE		
TIME:	SCHEDULE	MINUTES:
8:45-9:45 AM	K-2 Meetings / 3-5 Prep	60 Mins.
9:45-11:45	CORE INSTRUCTION	120 Mins.
11:45-12:45 PM	STUDENT LUNCH/RECESS BREAK	60 Mins.
12:45-2:05 PM	CORE INSTRUCTION	80 Mins.
2:05-2:25 PM	CLASSROOM CONNECTIONS	20 Mins.
2:25-3:25 PM	3-5 Meetings / K-2 Prep	60 Mins.

MIDDLE SCHOOL REMOTE LEARNING SCHEDULE

Time 30 Minute Periods; 5 Minute Breaks Between Classes	Blue Calendar Days	Gold Calendar Days
7:45-8:45	Additional Teacher Prep Time	Additional Teacher Prep Time
8:45-9:05	Morning Meeting	Morning Meeting
9:05-9:35	Period A	Period A
9:40-10:10	Period B	Period B
10:15-10:45	Period C	Period C
10:50-11:20	Period D	Period D
11:20-12:00	Lunch	Lunch
12:00-12:30	Period G (Grade 6) Period E (Grades 7 & 8)	Period G (Grade 6) Period E (Grades 7 & 8)
12:35-1:05	Period H	Period H
1:10-1:45	Period I	Period I
1:50-2:25	District Meeting Time	District Meeting Time

HIGH SCHOOL REMOTE LEARNING SCHEDULE

APHS Daily Schedule for Remote Instruction

Time	A-Day		B-Day
8:40-9:00	Advisory		Advisory
9:00-9:50	Block 1	Period 1 9:00-9:25	Block 5
		Period 2 9:25-9:50	
10:00-10:50	Block 2	Period 3 10:00-10:25	Block 6
		Period 4 10:25-10:50	
11:00-11:50	Block 3	Period 5 11:00-11:25	Block 7
		Period 6 11:25-11:50	
12:00-12:40	Lunch		Lunch
12:50-1:40	Block 4	Period 7 12:50-1:15	Block 8
		Period 8 1:15-1:40	
1:40-2:10	Office Hours/Intervention		Office Hours/Intervention

ATTENDANCE

During a physical school closure, we are still required by the NYS Education Department to record our daily attendance. Attendance should be reported in SchoolTool as is done for in-person instruction.

Faculty should ensure that they are gathering attendance in one of the following ways:

- During a live Google Meet. This should be done for each period in grades 6-12.
- A student/parent response to a prompt on SeeSaw/Google Classrooms
- Submission of a Google Form created by teacher and sent to students/parents
- K-1 teachers will report attendance based on work completed and returned on the next school day

K-5 SPECIAL AREA & AIS TEACHERS

Teachers in special areas will not be conducting daily instruction using a traditional 6-day specials schedule. During the scheduled instructional activity times, special area and AIS teachers will be assigned to grade levels to help support the classroom teacher with instruction. This may include:

- working with small groups of students on supplemental instruction
- monitoring a collaborative activity with student groups
- being available to answer questions while the classroom teacher is meeting with an individual student
- reaching out to students on a one-on-one basis who need encouragement and support

Additionally, special area and AIS teachers should participate in core instruction when they are needed to support instruction. They are not required to attend core instruction if there is no instructional value in having him/her attend during that time.

Assignments for these teachers are below:

Grade	MHSL	PES	WSL
Second	AIS	AIS	AIS
Third	LMS/Art	LMS/Art	LMS/Art
Fourth	Music	Music	Music
Fifth	PE	PE	PE

SPECIAL EDUCATION SERVICES

Click here for more information: [Remote Days Information Special Education Dept.](#)

Special Education Services

APCSD will continue to provide special education services to our students. Special Education staff should coordinate those services with the general education teachers as best you can based on the time instruction is occurring.

Aides/TAs

All Aides and TAs should follow the schedule outlined to them by the special education teacher or building principal.

Related Service Staff

OT, PT, Speech,TVI

Please plan on seeing your students as scheduled

Psychologists, TVI, Counselors

Please connect with the building principal on building needs for the day. Please check in with your counseling students as well as other classroom meets as needed.

TECHNOLOGY

In the afternoon prior to a potential emergency day, students in grades 2-5 will be sent home with a Chromebook in their backpacks to use the following day for remote instruction. Students will be able to use this device to participate in classroom activities. If a student does not have internet access at home, the student or parent should let the teacher know so that an internet hotspot can be provided with the Chromebook. All devices should be brought back to school on the next in-person day of attendance.

Students in grades 6-12 should be using their school-assigned Chromebook to access instruction during emergency remote days. If a student does not have internet access at home, the student or parent should let the teacher know so that an internet hotspot can be provided.

CLASSROOM MATERIALS

Classroom materials for the day will be posted by the classroom teacher.

Appendix C

Additional District Plans for Reference

Continuity of Operations Plan- Disaster Recovery (Internal document only)

Continuity of Operations Plan- Public Health Emergency (posted on district website)

District/Building Response Protocols in Event of Student/Staff Crisis (Internal only)

Chemical Hygiene Plan (Internal document only)

Appendix D- SRO Contract and Duties

(See next page)