



Salmon River Central School District

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DISTRICT-WIDE SCHOOL SAFETY PLAN

Public Hearing July 10, 2023

Board of Education Adopted August 23, 2023

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INTRODUCTION

The Salmon River Central School District-Wide Safety Plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Salmon River Central School District supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools and the Board of Education encourages and advocates on-going district-wide cooperation and support of Project SAVE.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

The Salmon River Central School District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Salmon River Central School District Board of Education, the Superintendent of Schools appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan.

B. Identification of School Teams

As per Commissioner's Regulation, Section 155.17 (c)(13), the Salmon River Central School District-Wide Safety Team is comprised of representatives of the Board of Education, teachers, administrators, parents, school safety personnel, and other school personnel.

C. Concept of Operations

1. The District-Wide School Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans for each school building. This District-Wide School Safety Plan will guide the development and implementation of Building Level Safety Plans.
2. This Plan has been developed using the New York State Education Guidance Document. It Has been reviewed and revised by members of the Salmon River District-Wide Safety Team prior to public comment.
3. In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the **School Emergency Response Team**.
4. 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.
5. County and State resources through existing protocols may supplement emergency response actions, including Post Incident Response.

D. Plan Review and Public Comment

1. Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan was made available for public comment at a public hearing held at Salmon River Board Room on June 14, 2020, and provided for participation of school personnel, parents, students, and any other interested parties. The Board subsequently adopted the District-Wide and Building-Level Plans on July 14, 2020.
2. Full copies of the District-Wide School Safety Plan were submitted to the New York State Education Department on August 1, 2020. Building-Level Safety Plans were sent to local and State Police on August 1, 2020.
3. This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available at the Office of the Superintendent of Schools.
4. While linked to the District-Wide School Safety Plan, Building-Level Safety Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

The Salmon River School District employs a school resource officer (SRO). The Salmon River Central School campus and the Saint Regis Mohawk School campus utilizes identification badges, reference checks and fingerprinting according to SAFE requirements for all staff. Each instructional building will maintain their respective security policies and procedures, as appropriate, and may be found in the confidential Building-Level Plan.

A. Prevention/Intervention Strategies

Program Initiatives

1. The District has in place the following strategies for peer mediation, conflict resolution, and Tribal mediation:

Tribal Mediation Services
Title IX Ombudsman
Franklin County Social Services Preventive Caseworker
Grades 6-12 Student Councils
Teen Mental Health Counseling
Potsdam Akwesasne Talent Search (PATs)
Home/School Coordinators
Title IX Staff Members
NC Steps
St. Regis Mohawk Mental Health Services School Counselors
Latch Key (Extended School Day)

Race Against Drugs
Alternate Education Program - for students who drop out
Salmon River Code of Conduct
Olweus Bullying Program

2. Information will be available to parents/guardians on how to identify potentially violent behaviors.
3. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
4. An interpersonal violence prevention education package will be taught as appropriate.
5. The Salmon River School District recognizes that communication is a vital key in the prevention and intervention of violence in schools; the District will continue to explore programs based on program needs.
6. The District'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, student counselors are available each day for students to share information where the source can be confidential.

Training, Drills, and Exercises

The District will conduct annual training for both staff and students in school multi-hazard safety issues, including Right-to-know and Blood Borne Pathogens. Training will be coordinated by the Director of Instruction, consisting of classroom activities, general assemblies, tabletop exercises, fire drills, go-home drills, and safety programs presented by the State Police. The Response Team meets periodically to review safety measures and procedures.

Drills and other exercises will be coordinated annually for both staff and students in school safety issues. Local, county and state emergency responders and preparedness officials will be utilized in this regard. Existing plans will be revised in response to post-incident critiques by medical personnel and other trained safety experts.

The District employs hall monitors and watch keepers to assist with the safety and security of each campus. All Staff will be offered training annually. Additional staff development will take place as needed.

Training and screening of new employees may utilize the New York State Police Safe Schools Program or other similar programs. All candidates applying for teacher certification as of February 2, 2001 will have completed two hours of training in school violence prevention and intervention prior to that application. Additionally, as of July 1, 2013 all applicants for certification are required to complete six hours of coursework in training in accordance with Article 2 Sections 10-18 of the New York State Education Law.

Implementation of School Security

The District will consider and implement, where prudent, the recommended school actions; building-specific plans will include more detailed actions, in which the following security measures are in place at all times.

1. Except for the main entrance, all outside doors will remain locked during the day.
2. Every door will be accessible as an exit.
3. All inside classroom doors will be unlocked during instructional time, and doors will be locked when unattended.
4. A sign at the main entrance will direct all visitors to “report to the office”.
5. All visitors will be required to sign in, and if they will 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.
6. Office and classroom doors will have windows that will have an unobstructed view from the hallway.
7. Cameras and monitors have been strategically placed.
8. The District hires and trains watch keepers and hall monitors for the safety and security of each building.

Vital Educational Agency Information

Each Building-Level Safety Plan will include the following information:

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

The Building-Level School Safety Teams will insure that this information is updated routinely and accurate.

B. Early Detection of Potentially Violent Behaviors

1. 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. Teachers are trained to recognize the signs that can be used to signal a student that may need help. The more signs a student exhibits, the more likely he/she may need intervention. The early warning signs include:
 - Social withdrawal
 - Excessive feelings of isolation
 - Excessive feelings of rejection
 - Being a victim of violence
 - Feelings of being picked on
 - Low school interest and poor academic performance
 - Expression of violence in writings and drawings
 - Uncontrolled anger
 - Patterns of impulsive, chronic hitting and bullying
 - History of discipline problems
 - History of violent and aggressive behavior

- Intolerance for differences and prejudicial attitudes
- Alcohol and drug use
- Affiliation with gangs
- Inappropriate access/use of firearms
- Serious threats of violence

The above comes from the United States Department of Education's "Early Warning, Timely Response" document. This information will be available for all staff relating to early identification of potentially violent behaviors.

2. Information will be available to parents/guardians on how to identify potentially violent behaviors.
3. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
4. An interpersonal violence prevention education package will be taught as appropriate.
5. The Superintendent of Schools will set specific times for the building principal(s), in conjunction with the Salmon River Central School District Professional Development Plan, to organize activities of particular concern.

C. Hazard Identification

The District has established procedures in the Building-Level Safety Plans for the identification of potential sites and the internal and/or external hazards that may be present in them. These procedures are developed in coordination with the local Emergency Management Office, Fire Department, and law enforcement agencies, and the use of a Risk Probability Checklist, see Appendix 2.

SECTION III: RESPONSE

The District uses the Incident Command System model for emergency actions. For district-wide emergencies, the Incident Commander will be Superintendent of Schools.

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 the Superintendent of Schools. The Incident Commander is authorized to activate such resources and personnel as are appropriate of 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.

Information regarding the Salmon River 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.

A. Notification and Activation (Internal and External Communications)

Law enforcement officials will be contacted by the Incident Commander in line with the Building-Level Safety Plans, and will be requested based upon the “*closest response agency*” concept to ensure that the response to the incident is as rapid as possible.

The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. The following forms of communication may be utilized:

Telephone	Intercom
Fax/Email	Local Media
Emergency Alert System (EAS)	Website of Burlington NWS
NOAA Weather Radio	Others As Appropriate
Cellular Phones	District Radio System (Portables)

The District will contact appropriate parents, guardians, or persons in parental relation to the students/staff via media release, telephone contact, or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building-Level Safety Plans.

B. Situational Responses

Multi-Hazard Response

The District has identified in the Building-Level Safety Plans the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, lockdown, lockout, and sheltering. The Building-Level Safety Plans include identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

Threats of Violence	Medical
Civil Disturbance	Environmental
Fire and Explosion	Hazardous Material
Systems Failure	Natural/Weather Related
School Bus Accident/Breakdown	Weapons found on property/student
Hostage/Kidnapping	Intruder
Others as deemed necessary	

Responses to Acts of Violence: Implied or Direct Threats/Acts of Violence

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community, as well as the range of discipline of those making the threat or committing the act of violence and are listed herein as Appendix 5 of this document. (*see also district Code of Conduct*). The normal procedures to respond to implied or direct threats of violence will be:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Inform Building Principal of implied or direct threat
- Determine appropriate action to respond to level of threat with Building Principal/Designee
- Contact appropriate law enforcement agency, if necessary

- Monitor situation, adjust response as appropriate; include the possible use of the Emergency Response Team.
- If the situation warrants, isolate the immediate area and evacuate if appropriate
- If necessary, initiate lockdown procedure, early dismissal, or sheltering.
- Inform District Superintendent/Designee

Response Protocols

The District recognizes that appropriate response to emergencies, such as bomb threats, intrusions, hostage takings and kidnappings, varies greatly depending on the situation. The Building-Level Safety Plans detail the appropriate response to such emergencies utilizing the following protocols:

- Identification of decision makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

Procedures for Obtaining Emergency Assistance from Local Government

During emergencies, local government agencies, including emergency services, can be obtained by contact with the County Directors of Emergency Management. The Incident Commander will authorize the request for assistance and/or advice from these agencies.

911	
Tribal Police	(518)358-9200
New York State Police	(315)769-3503
Akwesasne Mohawk Police Services	(613)575-2000
Franklin County Emergency Services	(518)483-2580

The district resources, which may be available during an emergency, include the following:

- | | |
|--|---|
| * Red Cross | * NYS Department of Health (518-891-1800) |
| * Fire Department | * Village/Town Official |
| * Private Industry | * State Emergency Management Office |
| * Private Individuals | (SEMO: 518-457-2200) |
| * North Star Mental Health | * Franklin County Mental Health |
| * NYS Department of Environmental Conservation | * CHEMTREC (800-424-9300) |
| * NYS Department of Transportation | * Religious Organizations |
| | * Others |

Specific resources are identified in the Building-Level Safety Plans.

District Resources Available for Use in an Emergency

The District has committed the full inventory of its resources to be available for use during an emergency. The Incident Command Team will utilize these resources in line with the Building-Level Safety Plans as deemed appropriate. Specific personnel and resources are identified in the Building-Level Safety Plans.

Additional District resources available for use in an emergency include the following:

Equipment	Location
Defibrillator	Each Instructional Building
Smoke Ejectors	Fire Department via 911
Emergency Lighting	Each Building
Portable Fire Extinguishers	Each Building/Each Bus
Spill Cleanup/Absorbent Materials	Custodial Department
First Aid Supplies	Each Building/Nurses Offices

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The District uses the Incident Command system model for emergency actions; see Appendix 6. For district-wide emergencies the Incident Commander will be the District Superintendent, or his/her designee. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident.

The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building-Level Safety Plans. Building-Level Incident Command staff is identified in the Building-Level Safety Plans.

Protective Action Options

The superintendent, building principals, and superintendent of buildings and grounds are responsible for monitoring the conditions of any school facility, which may affect the welfare of students and staff. The superintendent, building principal and/or superintendent of buildings and grounds must be familiar with the necessary procedures and will have the ability to recognize impending or actual emergencies. In the event that the safety of students and staff can no longer be ensured within the building, then appropriate evacuation procedures will begin.

Should it become necessary to evacuate Salmon River District Schools for any reason, one of the three plans should be used. Each Plan is designed to meet a specific set of circumstances and time frame and is to be coordinated with the Incident Command.

PRIORITY III PLAN (Early Dismissal/School Cancellation)

This plan presumes no immediate crisis and sufficient time to secure bus drivers, prepare students and staff for dismissal and to close the district in a most orderly manner. It is voice-activated from the superintendent's office to each administrator who in turn provides specific instructions over the intercom to students and staff regarding the closing down of school.

Most likely use – Early dismissal due to deteriorating weather conditions.

PRIORITY II PLAN (Early Dismissal/Evacuation/Sheltering)

This plan presumes there is some form of crisis developing but there is time for students and staff to minimally prepare themselves for adverse weather and/or climate conditions prior to leaving building. It also presumes there is insufficient time for normal dismissal procedure to take place. Hence, students and personnel will need to evacuate to an intermediate shelter prior to being taken home. It is voice –activated through each administrative unit via instructions over the intercom.

Most likely use – Bomb threat, chemical spill, etc.

PRIORITY I PLAN (Evacuation/Sheltering)

This plan presumes there is an immediate crisis and there is no time to do anything but clear the facility as rapidly as possible. The sounding of the fire alarm activates the plan. The building is to be cleared immediately according to the normal fire drill procedure.

The District's Emergency Response team will be supported after the emergency or disaster by the Psychological Crisis Team, pupil personnel, school psychologist, nurses, and the Mohawk Mental Health Services Crisis Service.

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

The District will contact appropriate parents, guardians or person in parental relation via media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the confidential Building Level Emergency Response Plans.

SECTION IV: RECOVERY

A. District Support for Buildings

After a critical incident has occurred, the Salmon River Central School District is committed to a thorough and comprehensive recovery for students, staff, and families. The Post-Incident/Crisis Response Team will institute the Crisis Response Plan as outlined in the Building-Level Plan. To achieve this goal, the Post Incident Response Team should consider the following steps:

- Step 1: Consult with administrators and others to:
- Determine advisability of team involvement
 - Determine nature of team involvement
 - If team is needed, acquire release from currently assigned responsibility

- Inform District Superintendent of nature of the incident
- Step 2: Acquire facts and circumstances as to the nature of the trauma/loss
- Step 3: Determine those groups and/or individuals most affected by the trauma (target population).
- Step 4: Assist building administrator in the following areas:
- Arrange staff meeting
 - Formulate staff meeting agenda
 - Dissemination of information to staff, parents, students, media, etc. (e.g., letters, etc.)
 - Determine logistical needs (e.g., work space, crisis center, counseling rooms, class schedules, parent reunion/student release, etc.)
- Step 5: Assignment of team members and other staff to individual tasks.
- Step 6: Provide Crisis Team Services
- Conduct faculty meeting with all building staff
 - Provide educational information to teachers to be used in class
 - Conduct classroom meetings with team member and teacher in seriously affected classes
 - Assess needs and arrange for follow-up meetings with individuals and small groups
 - End of day staff meeting to update staff and administrators and plan for next day
 - Crisis Team “debriefing” at the end of day
 - Provide substitutes and aides as back-up staff for teachers
 - Offer a separate room for parent contact, if necessary
 - Crisis workers in offices to aid office staff to deal with parents’ telephone calls and questions
- Remind staff about “Teachable Moments”
- Death and grief education
 - Personal safety
 - Sorting rumor from fact
 - Anatomy of the injury (e.g., what type, extent, what it means)
- Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc., should be composed of staff, students, and parents.
- Step 8: Follow-up plans for ending Crisis Team involvement
- Staff meeting
 - Alert staff to important aspects of responses to grief and loss
 - Respond to individual staff questions and needs
 - Provide feedback to teachers regarding individual student needs
 - Referral of literature

- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for meeting with Crisis Response Team to determine effectiveness of the Crisis Response Plan in addressing the needs in this particular incident.

B. Disaster Mental Health Services

The Salmon River Central School District will work closely with local mental health services to:

- Provide services to children and families that are appropriate for the type of emergency/disaster.
- Assess condition and immediate needs of children and family including food, shelter, clothing, and medical treatment.
- Refer children and other family members to agencies and organizations that provide needed services.
- Follow-up on referrals.
- Decrease the internal and external stressors which affect the children and family.
- Provide opportunities for children and families to verbalize their feelings and provide emotional support to aid recovery.
- Guide the family through the emergency/disaster and provide tools and techniques for the family to help themselves to recover.

APPENDICES

APPENDIX 1:

Listing of all school buildings covered by the District-Wide School Safety Plan with addresses of buildings, and contact names and telephone numbers for building staff.

Building Name	Address	Contact Name	Work Phone Number
Salmon River Central School	637 Co. Rt. 1 Fort Covington, NY	Dr. Stanley Harper Angela Robert Ryan Adams	(518) 358-6610 (518) 358-6669 (315) 705-7953
St. Regis Mohawk School	Church Street Hogansburg, NY	Dr. Stanley Harper Alison Benedict Lorraine Childs	(518) 358-6610 (518) 358-2763 (518) 409-2024

APPENDIX 2:

Building Risk Determination

Building	Address	Internal Hazard	External Hazard
Salmon River Central School	637 Co. Rt. 1 Ft. Covington, NY	See Below	See Below
St. Regis Mohawk School	Church Street Hogansburg, NY		

Internal Hazards

Civil Disturbance

- Bomb Threat
- Hostage
- Dangerous Person/Intruder
- Kidnapped Person
- Civil Unrest
- Implied or Direct Threats
- Student Threats
- Suspicious Package
- Weapons

Fire and Explosion

- Fire/Explosion

Systems Failure

- Energy Supply Loss
- Gas Leak
- Structural Failure

Medical Emergency

- Allergic Reaction/Bleeding/ Blow to the Head
- Broken Bones/Burns/Choking/Diabetic Shock
- Seizures
- Bites
- Blood/Body Fluid Exposure (infection control)
- Shock
- Drowning
- Head Lice
- Infectious Disease
- Food Poisoning
- Heart Attack
- Toxic Exposure
- Respiratory Arrest

Death/Suicide

External Hazards

Weather Related

- Flood
- Winter Storm/Ice/Wind/Hurricane
- Extreme Cold
- Severe Weather/Tornado

Environmental Problems

- Flood
- Hazardous/Toxic Material Spills
- Storm/Snow/Ice/Wind/Hurricane
- Extreme Heat
- Flood

Other External Hazards

- Airplane Crash
- Earthquake
- School Bus Accident

APPENDIX 2 CONT'D:

RISK PROBABILITY CHECKLIST

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

APPENDIX 3:

Regulation references

- 155.17 Education Law – School Safety Plans
- Executive Law 2B

APPENDIX 4:

Building-Level Emergency Response Plans are filed with local and state law enforcement agencies. Identification of local and state law enforcement agencies where building-level plans are filed.

- Salmon River Central School – NYS Police, Tribal Police
- St. Regis Mohawk School – NYS Police, Tribal Police

APPENDIX 5:

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

- Corporal Punishment
- Alcohol and Other Substances
- Child Abuse and Maltreatment
- Drug Free Workplace
- Firearms in School
- Policy for Maintenance of Public Order on School Property
- School Conduct and Discipline Policy (superceded by Code of Conduct)
- Sexual Harassment
- Student Management Policy
- Title IX/504/Civil Rights

APPENDIX 6:

This plan is in place in the event that the District or a school building needs to close after utilizing all of its emergency closing days or in the event of an emergency condition. The District will claim a full day at each grade level for all emergency closure days where the remote instruction plan is implemented.

WHAT TO EXPECT FOR STUDENTS

- Attend school online during regular school hours and follow a standard school schedule
- Students' daily schedule will be followed
- Instruction will be both synchronous [live instruction by a teacher via Zoom/or other online virtual program] and asynchronous [assignments/lessons to be viewed at student's own pace in Google Classroom or ClassDojo]
- Complete the work assigned and submit all required assignments by the due dates
- Be present and engaged in virtual instruction each day within the designated schedule, attendance taken
- Access curriculum, assignments, and synchronous/virtual links via Google Classroom or ClassDojo
- Students will receive Special Education and Related Services
- Participate in scheduled "live" synchronous/virtual meetings for lessons, and/or small group instruction as scheduled:
 - PK-3: will have a minimum of 90 mins. divided into core instructional topics
 - 4-5: will have a minimum of 120 mins. divided into core instructional topics
 - PK-5 Special Areas [Art, Music, PE, Library] as scheduled, minimum of 15 min.
 - Academic Intervention Services, as scheduled, as scheduled, minimum of 15 min.
 - 6-12: will join class at the beginning of every class for a minimum of 15 mins. and then will work on assignments per teacher instruction
- 6-12 students are encouraged to seek assistance from teachers, guidance counselors, and advocate for themselves
- PK-5 students may be issued some consumable materials [for long term]
- Parent meetings and/or conferences may be scheduled to occur virtually
- Ongoing communication with families will take place through **Parent Square, Google Classroom, ClassDojo, and/or email**

PK-5 Students:

Students will follow their schedule. Attendance will be taken.

Academic Intervention Services & ENL:

Students will join the virtual platform at the beginning of the class for a minimum of 15 minutes of live instruction. After live instruction is complete, students may be given assignments by their teachers to engage in independently that will be posted in Google Classroom, CLASSDOJO or participate in small group learning.

Grades 6-12 Students

Students will follow their schedule. Period by period attendance will be taken.

Students will join class via the designated virtual platform at the beginning of every class for a minimum of (15) minutes of live instruction and then will work on assignments per teacher instruction, posted in Google Classroom.

Remote instruction will not consist solely of face-to-face interactions between student(s) and instructional staff. Instruction may consist of answering posted questions, participating in project-based learning activities, meeting individually via the designated virtual platform with a teacher to conference on research or other assignments, engage in online discussions and present assignments in individual or virtual group settings.

WHAT TO EXPECT FOR TEACHERS AND STAFF

- Teachers and instructional support staff will attend school online during regular school hours and follow a standard school schedule
- Teachers develop and implement lesson plans for grade-level, standards-based instruction for students
 - Teachers will take attendance - daily for elementary and period by period for secondary.
 - Teachers and instructional support staff differentiate and adjust instruction to meet the individual needs for student learning
 - Teachers provide student make-up work, flexibility, and support if they are out of school for any reason
 - PK-3: will have a minimum of 90 mins. divided into core instructional topics and teachers will remain available on Zoom for student support
 - 4-5: will have a minimum of 120 mins. divided into core instructional topics and teachers will remain available on Zoom for student support
 - PK-5 Special Areas [Art, Music, PE, Library] as scheduled, minimum of 15 min. and teachers will remain available on Zoom for student support
 - Academic Intervention Services, as scheduled, as scheduled, minimum of 15 min. and teachers will remain available on Zoom for student support
- Each teacher will have the ability to adapt and adjust the core resources to meet the setting and needs of their students
- Teachers will post assignments in the Google Classrooms or CLASS DOJO
- PK-5 Teachers will provide “live” meeting/lesson instruction via Google Meet, divided into instructional topics
- 6-12 teachers will provide “live” meeting/lesson instruction via a designated virtual platform for a minimum of 15 min. at the beginning of each class and remainder of class will be dedicated to work on assignments per teacher instruction in Google Classroom and/or answer student questions, small-group/individual time.
- Remote instruction will not consist solely of face-to-face interactions between student(s) and instructional staff. Instruction may consist of answering posted questions, participating in project-based learning activities, meeting individually via a virtual platform with a teacher to conference on research or other assignments, engage in online discussions and present assignments in individual or virtual group settings.
- Teachers will have a Google Classroom or CLASS DOJO account and post assignments and materials for students to access
- Teachers will work closely with Special Education teachers and Related Service Providers to meet IEP and 504 recommendations
- Related Service Providers will follow their schedule and continue to provide services as indicated on IEPs and 504s
- Paraprofessionals will work closely with classroom teachers on planning and communication with students; participating in Google Classroom; virtual meetings; student check-ins; providing support to students with academics and assignments

*In the event there is a need, Teachers and instructional support staff will lead and support instruction in their assigned classrooms during the contractually scheduled workday.

**In the event of a 2-hour delay, the delay schedule will be followed for remote instruction. [Bell schedules are posted on the website.]

TECHNOLOGY AND CONNECTIVITY

Access to technology is essential for the successful roll-out of this plan. The Salmon River CSD has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

- The Salmon River CSD recently gathered data through our Digital Equity Survey to identify families' levels of access to devices and high-speed broadband from their residence. The district will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.)
- Maintain an inventory of equipment and other assets. Identify which students, families, and staff have district assets in their possession.
- Procure, manage, and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve remote instruction and student engagement.
- Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in remote learning environments.

The Salmon River CSD will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote instruction through the use of both synchronous through Google Meet and asynchronous technologies through Google Classroom. In the event students do not have sufficient access to devices and/or high-speed internet, the district will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students' homes, etc. The district will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

Remote/Distance Learning

- Students in grades PK-1 will be provided with an iPad to be taken home in the event of the district needing to pivot to remote learning.
- Students in grades 2-5 will be provided with a chromebook to be taken home in the event of the district needing to pivot to remote learning.
- Students in grades 6-12 have 1-1 devices for at home use
- Teachers have access to a desktop or laptop in their classroom. Teachers also have a school issued Chromebook.
- Students will use their own internet when at home.
- If home internet is not available, students may attempt to connect their school device to the district wireless from the Salmon River High School or St. Regis Mohawk School parking lot.

APPENDIX 7:

Incident Command System

Incident Commander and Logistics	Responsible for providing all resources (personnel, equipment, facilities, and services) required for incident resolution and carrying out decision of the Incident Commander.
Deputy Incident Commander	Assist the Incident Commander and Logistics Coordinator. In the event that the Incident Commander and Logistics Coordinator is not available or able to assume his/her duties, the Deputy Incident Commander will take command.
Public Information Officer	Compiles and releases information to the news media.
Safety Officer	Monitors the District Response in an attempt to prevent injuries from occurring to both those involved in the incident and those trying to resolve it.
Liaison	Represents the District by working with responding agencies (law enforcement, fire EMS, utilities, etc.) and other school districts that may be involved in the incident.
Incident Log	Keeps a written log of all incident events and updates appropriate command post personnel on significant resolution.
Operations	Responsible for directing the implementation of action plans and strategies for incident resolution
Planning /Intelligence Emergency Management Team	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.