

LAURENS CENTRAL SCHOOL
District-Wide School Safety Plan
Section 1
2024-2025 School Year

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NOTE: The District-Wide School Safety Plan frequently references the School Crisis Plan, which outlines responses that are incident-specific for administration and staff and is included as Section III of the SAVE Document.

PROJECT SAVE
(Safe Schools Against Violence in Education)
Laurens Central School District
SAVE Plan

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency responses plans required at the school building level. Districts stand 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 Safety 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 Laurens Central School District (“District”) supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

SECTION I: DISTRICT LEVEL RESPONSE PLAN
GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

The Laurens District-wide School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Laurens District Board of Education, the Superintendent 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

The District has created a District-wide School Safety Team including the following persons:

Position	Name
Board of Education Representative	Cynthia Struckle
Administration Representative	William Dorritie/John Mushtare
LTA Representative	Christine Cox
CSEA Representative	Beth West
Community Representative	Thomas Francisco
Parent Representative	James Cox
Student Representative	Two Members of Student Council
School Safety Personnel	John Kessler/Steve West
Other School Personnel	Andrea Hall/Crystal Wust
BOCES Safety Risk Officer	Josh Reiss

C. Concept of Operations

The Laurens Central School District is a centralized K-12 district. There is one building in the district, therefore, the District-wide School Safety Plan shall be a general guideline of school safety concerns. (See Appendix 1.)

As this is a K-12 centralized school district, with only one building, the District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plan. All specific information for the plan will be found in the building level plan (Section 2 of this document), and the Crisis Plan (Section 3 of this document.)

In the event of an emergency or violent incident, the initial response to all emergencies at the school will be by the School Crisis/Safety Team.

Upon the activation of the School Crisis/Safety Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. The exact procedures to be followed, including flowcharts for effective communication are included in the Crisis Plan.

Emergency response actions including Crisis Response may be supplemented by County and State resources through existing protocols.

D. Plan Review and Public Comment

Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan will be made available for public comment 30 days prior to its adoption. The district and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

The 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. (A listing of dates of board approval will be kept with the district plan.)

While linked to the District-wide School Safety Plan, Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption. The plan will also be available in the District Offices for public review at any time.

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency

The District has established procedures for the identification of potential sites and the internal and/or external hazards that may be present. These procedures are developed in coordination with the local Emergency Management Office, Fire Department and law enforcement agencies. Appendix 2 of this Plan shows the results of this procedure.

B. Actions in response to an emergency

The District has identified the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The Building level Emergency Response Plans and the school Crisis Plan include identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

- Crisis Plan (Section 3)
- Natural/Weather Related
 - Earthquake
 - Flood
 - Storms (Snow, Ice, Wind, Hurricane)
 - Thunder/Lightening Storm
 - Tornado
 - Drought
- School Bus Accident/Fire
- Explosion
- Building System Failures
 - Electrical System Failure
 - Propane Leak
 - Roofing Failure
 - Structural Failure
 - Water/Sewage System Failure
 - Water Contamination

Toxic Material Spill

Nuclear Incident

Fire Drill/Fire Alarm or False Fire

Fire

Loss of Building

Energy Loss or Reduction Government Imposed/Fuel Shortage

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

The District has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building Level Emergency Response Plans and School Crisis Plans as deemed appropriate by the School Crisis/Safety Team.

Specific personnel and resources are identified in the Building Level Emergency Response Plans and the School Crisis Plan. However, some examples of resources would include: (1) Personnel: EMT's, CPR/AED certification, Registered Nurse; (2) Building Resources: sheltering, food, water, phone, fax, radio communications, transportation. Responsibilities associated with specific personnel and resources are clearly outlined in these plans as well.

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

The District uses the Incident Command System model for emergency actions. As this is a K-12 centralized district with only one building, for all emergencies the Incident Commander will be the Superintendent, and/or her designee. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan. All Incident Command staff are identified in the Building Level Emergency Response Plans and the School Crisis Plan. (Section II, Appendix 3, pg.14)

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

The District will conduct annual training for both staff and students in school safety issues. Training will be coordinated by the School Safety/Crisis Team, and may consist of classroom activities, general assemblies, tabletop exercises, full scale drills of other appropriate actions to increase the awareness and preparedness of staff and students.

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

F. Training procedures and frameworks

Training procedures for staff in violence prevention and all emergency drills as outlined in Section I, Appendix 3, pg. 16

SECTION III: COMMUNICATION WITH OTHERS

A. Obtaining assistance during emergencies from emergency services organizations and local government agencies

During emergencies, including state declared emergencies, local government agencies, including emergency services, can be accessed via the local emergency management office or through the local emergency communication center. The Incident Commander will authorize the procurement of these agencies. (Section I, Appendix 3, pg. 17; Section II, Appendix 6, pg. 40)

B. System for informing all education agencies to whom our district sends students for educational programs

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.

As this is a K-12 district with all students housed in one facility, it will be the responsibility of the Superintendent, and/or designee, to notify all those involved. The bus garage will be notified by phone or radio. All teachers by intercom, phone or e-mail. Media by direct communication with Superintendent or designee only (phone, fax, or face to face contact.)

C. Communication between students and staff plays a vital role in the deterrence of potentially violent incidents.

Students are encouraged to report bullying, harassment, or the threat of violence to a teacher, administrator, or other staff member. They may use the District's "Bullying Reporting Form," which is anonymous and can be located on the District's web site. They may also use the Sandy Hook Promise "Say Anything" anonymous online reporting system; a link is available on the school website. Students are also encouraged to seek out either counselor or the counselor in the School-Based Health Zone. The District offers a peer mentoring and leadership course for students that focuses on peer mediation and conflict resolution.

D. Outside agencies to be contacted during emergencies

All agencies available for support during emergencies are listed in the Building Level Plan (Section II, Appendix 6, pg. 40). All phone numbers are provided. Examples of agencies included would be: law enforcement agencies, fire departments, emergency squads. Additional agencies are listed in the crisis plan. It will be the responsibility of the Superintendent and/or designee to notify outside agencies.

E. Statistical Information: concerning the District

The Building Level Emergency Response Plan will include the following information: (Section 2, appendix 7, pg. 41)

- *School Population (Students)
- *Number of staff
- *Transportation needs
- *Business and home telephone numbers of key school officials.

The Building Level Response Plan is maintained in the district office and is available to all staff, parents, and students at all times.

F. Procedure for Obtaining Advice and Assistance from Local Government Agencies.

The school administration will be responsible for contacting local agencies and providing them with copies of the District and Building Level plans for their review and comment. We will work with local emergency agencies to schedule meetings as needed for the purpose of review of the entire SAVE plan and for conducting table top exercises.

SECTION IV: RESPONDING TO THREATS AND ACTS OF VIOLENCE

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

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence and are listed in Section 1, Appendix 4, pg. 18 of this document.

The District has developed the following safety and security procedures to protect students, staff and visitors from indirect & direct threats of violence.

1. Reporting of threats of violence to school authorities:
 - a. Students are encouraged to inform school staff about any indirect or direct threat of violence to themselves, others or property.
 - b. Staff are required to inform administration of any direct or indirect threat of violence to students, themselves, others or property.
 - c. Parents and visitors are encouraged to tell school staff about any indirect or direct threats of violence towards students, themselves, others or property.
 - d. Students, staff, parents, and others will be educated about the importance of reporting threats and the procedures of reporting.

2. Investigation of threats of violence
 - a. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the Code of Conduct.
 - b. Serious acts will require the involvement of police personnel (violent offenses in accordance with SAVE requirements).
 - c. Chronic offenders may require a behavior intervention plan, close monitoring, and police involvement.
 - d. Threats placing students, staff and others in imminent danger require an immediate call to the police.

The District has developed the following safety and security procedures to protect students, staff and visitors from acts of violence.

1. Reporting acts of violence to school authorities
 - a. Students are encouraged to inform school staff about acts of violence toward themselves, others and property.
 - b. Staff are required to inform administration of any act of violence to students, themselves, others or property.
 - c. Parents and visitors are encouraged to tell staff about any acts of violence toward students, themselves, others or property.
 - d. Students, staff, parents and others will be educated about the importance of reporting acts of violence and the procedures of reporting these acts.
2. Investigation acts of violence
 - a. The building administrator will investigate reported acts of violence and will make the determination of disciplinary measures consistent with the Code of Conduct.
 - b. Serious acts will require the involvement of police personnel. (Violent offenses according to the SAVE requirements)
 - c. Chronic offenders may require a behavior intervention plan, close monitoring, and police involvement.
 - d. Acts of violence placing students and staff in imminent danger require an immediate call to the police.

The District Code of Conduct is annually:

- *reviewed by the Board of Education at a public meeting,
- *reviewed by the staff at the first Superintendent’s Conference Day,
- *reviewed with all students on the first day of classes,
- *placed on the District website,
- *published in the District newsletter

The “Crisis Plan”, included in Section III of this document, specifically outlines procedures to be followed for:

- a. Responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school.

- b. Protecting students, staff and visitors from acts of violence.

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

Law enforcement officials (NYS Police, Otsego County Sheriff's Dept.) will be contacted by the Incident Commander as outlined in the Building Level Emergency Response Plan, and the School Crisis Plan. The building administrators will be responsible for contacting law enforcement agencies during an emergency.

C. Appropriate responses to emergencies

The District recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building Level Emergency Response Plan and the School Crisis Plan clearly detail the appropriate response to such emergencies.

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

The District will contact appropriate parents, guardians or persons in parental relation to the students via media release, telephone contact, electronic mass notification system or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building Level Emergency Response Plans. An example of the letter sent home to parents for the Emergency Evacuation Drill is included. (Section 1, Appendix 5, pg. 16)

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and procedures related to school building security, including, where applicable, the use of school safety officers and/or security devices or procedures have been established.

B. Procedures for the dissemination of informative materials to the media, staff, parents and students have been established.

C. Prevention and intervention strategies have been established.

D. Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel have been developed.

E. Bomb Threat

The paramount concern shall be for the safety of the pupils and personnel in the district.

All school district administrators have familiarized themselves with the Bomb Threat Standards outlined in the School Crisis Plan so that appropriate decisions may be made depending on the exact nature of the situation.

F. Hostage Taking

The School Crisis Plan procedures will be followed in the event of a hostage situation.

G. Intrusions

The School Crisis Plan procedures will be followed in the event of an intrusion.

H. Kidnapping

In the event of a kidnapping, the School Crisis Plan response action will be taken:

I. In the Event of School Cancellation.

In the event of a school cancellation the Superintendent or designee will be responsible for: notifying the media (radio and TV stations) and initiating the district Mass Notification System for parents, guardians, and staff.

J. In the Event of Early Dismissal or Evacuation.

In the event of early dismissal or evacuation, the Superintendent or designee will be responsible for notifying the staff to put the needed procedures in place and for notifying parents.

VI: RECOVERY – SCHOOL DISTRICT SUPPORT FOR BUILDINGS

The School Building Emergency Response Team will be supported in their efforts by all available in-district resources and personnel as required by the nature of the emergency. County and State resources and personnel will be obtained as dictated by the nature of the emergency. The District commits to monthly Safety Committee Meetings and will make every effort to commit resources to participation in the ONC BOCES Safety Risk Management service. The School District Safety Team will be used as necessary in all Recovery Efforts.

VII: DISASTER MENTAL HEALTH SERVICES

A District-Wide Post-Incident Response Team will respond in crisis situations to help provide disaster mental health services. This list includes school psychologists, school counselors, the School-Based Health Zone, county mental health agencies, and area hospitals.

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	Telephone Number
Laurens Central School K-12 Building	55 Main Street Laurens, NY 13796	William F. Dorritie Superintendent	(607) 432-2050
Laurens Central School K-12 Building	55 Main Street Laurens, NY 13796	John Mushtare Building Principal	(607)432-2050
Laurens Central School K-12 Building	55 Main Street Laurens, NY 13796	Lindsey Gifford Director of Instructional Support Services	(607)432-2050
Laurens Central School K-12 Building	55 Main Street Laurens, NY 13796	Steve West Director of Facilities	(607)432-2050
Bus Garage	Co Hwy 11 Laurens, NY 13796	John Kessler Head Bus Driver	(607) 432-9034

Appendix 2:

Building Risk Determination

Building	Address	Internal Hazards	External Hazards
Laurens Central School (K-12 Building)	55 Main Street Laurens, NY 13796	Stored Chemicals Cleaning Supplies Science Labs	Playground Athletic Fields

Community Risk Determination

The community of Laurens is not home to typical hazardous sites, such as railroad tracks, industrial sites, water/sewage treatment plants, etc. However, individuals should be aware of the safety hazards that exist when children play on the two small walking bridges in the village and/or Town of Laurens, as well as the fact that there are streets in the Town without sidewalks.

Appendix 3:

Training Procedures and Frameworks

I Training

A. Violence Prevention

1. The Laurens Central School District staff will receive training in the area of violence prevention and intervention annually. Training will occur during Superintendents Conference Days and/or faculty meetings.
 - a. Training topics will be decided upon by the School Safety/Crisis Team.
 - b. Training will be provided by any of the following: Local ONC BOCES, State Police, local law enforcement agencies, local or county emergency management teams.
2. Emergency Drills: The Laurens Central School District staff will receive training in the area of all emergency drills annually.

II Emergency Drills

A. The district will run multiple training drills throughout the school year. All drills will be organized/coordinated by the school Safety/Crisis Team. Drills to be held:

1. Fire Drills:
 - a. A minimum of 8 drills per school year will be held.
 - b. Students will be instructed as to safety awareness and proper behavior for drills.
2. Emergency Evacuation Drills:
 - a. A minimum of 1 emergency evacuation drill will be held annually.
 - b. A full evacuation involving use of shelters outside the building and transportation home for all students may occur.
3. Emergency Lockdown/Lockout Drills:
 - a. A minimum of 4 Emergency Lockdown drills will occur annually.

B. The School Safety/Crisis Team will meet annually to review the procedures for all drills. The team will meet to review individual situations as necessary.

Appendix 3 (cont.):

- C.** A copy of the plan will be shared with Local Emergency Responders (LER). LER will be asked to meet with the district on an as needed basis to review the plan, conduct table top exercises and make revisions as necessary.

Local Emergency Responders:

*Laurens, Mt. Vision, and West Laurens Fire Departments

*Laurens Emergency Squad

*New York State Police

*Otsego County Sheriff's Department

*ONC BOCES, Safety Risk Management Office

Appendix 4:

Board Policy Number

Subject

7420

Loss or Destruction of District Property or Resources

7430

Weapons In School and the Gun-Free Schools Act

6180

Sexual Harassment

Handbooks

Subject

Student Handbook

Code of Conduct

Appendix 5:

LAURENS CENTRAL SCHOOL

TO: Parents, Students and Staff of Laurens Central School
FROM: William F. Dorritie, Superintendent
DATE:
RE: EMERGENCY MANAGEMENT PLAN

All school districts in the State of New York are required to comply with the Commissioner's Regulation 155.13 which requires written annual instructions to parents, students and staff regarding district emergency management plans. The completed plans are on file in each Superintendent's office and are available to parents, students and staff at any time school is open, between 8:30 A.M. and 3:30 P.M.

The object of emergency planning is to anticipate problems in dealing with natural and man-made disasters. Depending on the kind of intensity of the disaster, the school may be required to carry out any of the following procedures: school cancellation, evacuation, sheltering. It is important to take note that emergency procedures may be carried out without advance notice. Children may be coming home to either empty homes, or locked doors. Parents must make contingency plans with their children to go to the homes of a neighbor if the children require supervision. A form has been sent home to all elementary parents requesting this information.

Early dismissal or "go home" drills are held at least once a year. The date and time of the drill will be determined by school administration, but will not be made public.

Early dismissal drills may alter your child's normal arrival time home from school. Parents should therefore discuss the purpose of this drill with their children, especially younger ones, in an effort to alleviate any fears or concerns children may have with leaving school at an unusual time.

Parents who pick their child up from school may do so only **after** the drill has been completed.

All children participating in any after school activity, will be escorted back to the school after the drill.

If you have any questions concerning this plan, or wish to make a contribution to increasing its effectiveness, please contact the Emergency District Coordinator at (607) 432-2050.

Appendix 6:

Policies regarding building security, school safety officers, and dissemination of informative materials.

Board Policy Number	Subject
3510	Emergency Closing
3410	Maintenance of Public Order on School Property
3270	Community Use of School Facilities
3610	Closing of School Grounds
5670	Safety and Security

*Copies of all Board of Education policies may be obtained from the Superintendent's Office.

Procedure:

Police Officer Interviewing Students on School
Property, During School Hours Procedure

Appendix 7:

Description of duties, hiring and screening process and required training of school safety personnel.

Board Policy Number	Subject
6120	Anti-Discrimination

*Copies of all Board of Education policies may be obtained from the Superintendent's Office.

Appendix 8:

Listing of all current building-level emergency response plans. Identification of local and state law enforcement agencies where building-level plans are filed.

Building Level Emergency Response Plans - Section 2, SAVE Document

Crisis Plan - Section 3, SAVE Document

New York State Police - Oneonta, New York

Otsego County Sheriff's Department - Cooperstown, New York

Appendix 9:

Laurens Central School Learning Plan for Remote Learners

Purpose:

This plan establishes guidelines and procedures for Laurens Central School to deliver instruction in a remote setting. It outlines procedures and describes the roles and responsibilities of all parties involved with remote learning. For the purposes of this document, “remote learner” is defined as an individual unable to attend in-person instruction on the Laurens Central School campus.

Accessibility

Laurens Central School will assess student digital accessibility prior to and/or at the beginning of the school year to prepare for online instruction. Students with:

- Reliable internet access, but insufficient device capabilities will be provided by a school-issued laptop to complete online instruction.
- Limited or no internet accessibility will be provided instruction through paper/book assignments.

Laurens Central School will provide for parents to pick up learning materials and will arrange for delivery as needed. Where pickup or delivery is not possible, materials will be mailed directly to the student’s primary residence and collection procedures will be established between the family and Laurens Central School.

Teachers will collect student work and/or provide additional materials for pickup/delivery/ mailing. If any staff member is unable to enter the building, they will contact administration to ensure work is delivered to students in a timely manner. As a safety precaution, student work (paper) via mail will be isolated for 24 hours before being provided to the teacher.

Accommodations

Laurens Central School will collaborate with parents/guardians, to ensure to the greatest extent practicable, each student with a disability will be provided educational and related services as identified in the student’s individual education plan (IEP).

The Laurens Central School site administrators, teachers, and related service providers will collaborate with the Committee on Special Education (CSE) to ensure that students’ programs and services are consistent with IEP recommendations in all instructional delivery environments (remote, hybrid, in-person). The Laurens Central School Communication and Work Log, as well as Related Service Provider session notes and IEP progress notes, will be maintained consistently and uniformly. Student progress will be shared with CSE and parents on a regular basis. Laurens Central School will ensure that their teachers, related service providers and BOCES administrators (when applicable) will participate in home district CSE processes. Teachers and

Related Service Providers will utilize a variety of methods to monitor student progress as referenced in the district's reopening document.

Instruction

Laurens Central School teachers will utilize Microsoft Office 365 as a provision of their expanded learning classrooms. Instruction will be provided using the learning management platform which may also include but is not limited to additional software and virtual conferencing programs such as ZOOM. Assigned coursework will include a combination of synchronous and asynchronous activities such as class discussion via Zoom meetings, YouTube videos for skill/activity demonstrations and student interaction, and online review modules for exams. Remote learners will be provided with alternative opportunities for obtaining hours towards work-based learning experiences and/or industry certification requirements. Remote learners will remain eligible to earn all the Laurens Central School awards and achievements, including honor roll designations, scholarships, etc. Remote learners will be held to the grading standards and policies of Laurens Central School outlined in the student handbook and will follow the Laurens Central School calendar for all holidays, breaks, marking periods, etc.

Administration will develop a school-wide remote schedule for students to interact and seek feedback and support from their teachers that follows individual students' daily schedule. One day of the week will be dedicated to remote student/staff office hours to provide instructional support and answer questions. This dedicated day may also be used for remote students to enter the building by appointment to minimize exposure to health risks and complete lab portions of their coursework and/or meet with service providers.

Student contact will be made by teachers, teacher aides, and/or other staff to maintain instructional connections and strengthen school/home relationships. Each teacher will maintain a student contact log as well as maintain daily student attendance as verified through student activity in the learning management system. For students without access to the internet, daily phone contact will be made to verify attendance.

In instances where a remote learner is not engaging in the required coursework, the following steps will be taken:

1. Concerns will be raised to the school attendance officer
 - Attendance officer will connect with the parent through alternative methods (email, telephone, text, emergency contact)
2. Reach out to school counselor connected with the student program
 - The counselor will connect with the outside counselor and social worker as needed.
3. Building Principal will contact the Superintendent
 - Student engagement meeting will be held if student engagement does not improve
 - The meeting will include attendance officer, counselor, Building Principal and CSE chair if necessary to determine next steps

Counseling

Laurens Central School counselors will establish daily office hours for remote learners and schedule secure virtual conference meetings to provide mandated IEP counseling.

Roles and Responsibilities

Teachers	Counselors	Licensed Teaching Assistants & Teacher Aides	Consultant Teachers
<ul style="list-style-type: none"> ● Create and maintain Office 365 classrooms ● Hold office hours and communicate such times to students - be available for questions via Office 365, Zoom, or email ● Develop instruction that is foundational for future learning in his/her program and for success in the next level of work or education ● Teachers with college credit bearing classes will continue teaching those classes per college guidelines ● Teachers will use email, phone, Office 365, or text to communicate with students to determine health and safety, and to identify potential supports ● Participate in PLCs, webinars, and other professional development opportunities as needed to gather and share resources 	<ul style="list-style-type: none"> ● Evaluate student academic progress and social-emotional well-being on a weekly basis ● Develop a plan to support each student's IEP or 504 ● Maintain regular communication with teachers to address student concerns ● Coordinate between teacher, parent, and any additional student needs such as through ONC BOCES ● Implementing teletherapy as deemed appropriate for students on a case by case basis ● Provide progress notes and attend CSE review meetings for students on their caseloads ● Participate in PLCs, webinars, and other professional development opportunities as needed to gather and share resources for continued 	<ul style="list-style-type: none"> ● Serve as a resource for students and teachers ● Provide feedback and support concerning instruction ● When appropriate, attend and participate in the eLearning environment ● Conduct daily check-ins with assigned students and act as a resource to share needs 	<ul style="list-style-type: none"> ● Consultant teachers will continue to support students on their assigned caseload ● Consultant teachers will continue to collaborate with their colleagues to increase opportunities for student success ● To the greatest extent possible, Consultant teachers will continue to support the IEP or 504 for each student <p data-bbox="1101 1104 1370 1283">Related Service Providers (OT, PT, Speech, TVI, THI, APE, School Psychologists)</p> <ul style="list-style-type: none"> ● Establish daily routines for engaging in learning. ● Regularly monitor email to check for announcements and feedback from teachers and staff. ● Complete assignments with integrity and academic honesty. ● Do your best to meet timelines, commitments, and

<p>for continued instruction. Instructional Support Services - Resources for Educators, (Additional Web Resources) provides Zoom trainings for CTE teachers</p>	<p>instruction. Instructional Support Services - Resources for Educators (Additional Web Resources)</p>		<p>due dates. <ul style="list-style-type: none"> ● Be proactive with your teachers when having difficulty. ● Comply with the Acceptable Use Policy including expectations for online etiquette. </p>
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<p>Remote Learners</p> <ul style="list-style-type: none"> ● Establish daily routines for engaging in learning. ● Regularly monitor email to check for announcements and feedback from teachers and staff. ● Complete assignments with integrity and academic honesty. ● Do your best to meet timelines, commitments, and due dates. ● Be proactive with your teachers when having difficulty. ● Comply with the Acceptable Use Policy including expectations for online etiquette. 	<p>Parents of Remote Learners</p> <ul style="list-style-type: none"> ● Regularly communicate concerns and issues related to the education of your child to the appropriate district staff. ● Ensure your child complies with the Acceptable Use Policy including expectations for online etiquette. ● Read and understand the student handbook/code of conduct as well as the Learning Plan for Remote Learners (available on https://www.laurencs.org)
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Technical Support

Technical support will be provided through Laurens Central School technology support for all students and families. A link with technical support information will be provided on the district website.

Communication by the Agency for Remote Learners

Communication for an individual basis:

- Telephone call
- Email
- Postal Mail

Communication for group notifications:

- Postal Mail
- District webpage
- Robocall (Parent Square)