

PROJECT SAVE

(Safe Schools Against Violence in Education) *Commissioner's Regulation 155.17*

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A. PROJECT SAVE

(Safe Schools Against Violence in Education)

West Canada Valley

District-wide School Safety Plan

D. Commissioner's Regulation 155.17

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 response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools. Describe the process used by the district in developing this school safety plan, including any strategies such as community or student involvement and collaboration. The district may describe the data or process used for needs assessment and implementation of the plan to meet the individualized needs of the district in keeping with the intent of Project SAVE.

The West Canada Valley School District supports the SAVE Legislation, and intends to engage in a planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose

The West Canada Valley District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the 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 appointed a District-wide School Safety Team as follows:

Members Name	Title
D.J. Shepardson	Superintendent
Glenn Broadbent	High School Principal
Christine Nofri	Elementary Principal
Emily Looman	Director of Special Programs
Kelley Crossett	Business Manager

Felix Ray Jr.	Transportation Director
Shelby Butler	School Food Service Director
Adam Hutchinson	Herkimer BOCES Safety Coordinator
Mike Kerr	SRO
Jaime Farrington	SRO
Karen Sheets	District Office
Angela Lyon	Elementary School Nurse
Danielle Dutcher	Jr./Sr. High School Nurse
Jackie Bray	Teacher
Gina Shepardson	Teacher
Ference Sarus	Teacher
Gretchyn Blynt	Teacher
Kady Conklin	Guidance
Rebecca Wood	Guidance
Rita Juteau	School Psychologist
TBA	School Social Worker

Kathy Smith	PTO
Tina Sternberg	Elementary Office
Jessica Bartlett	BOE President
Heather Borden	High School Office

C. Concept of Operations

- The District-wide School Safety Plan is directly linked to our Building-level Emergency Response Plan which contains additional information that is not accessible to the public for security reasons. Although the District is considered a single instructional building, additional plans and/or procedures will be established for the separate elementary and secondary wings as necessary. Elements of the district-wide plan including staff development, drills and exercises, and response actions will be developed as appropriate to the student population in each of these areas.
- The district-wide plan has been developed based on the State Education sample outline in the Project SAVE guidance document and resources provided by the Herkimer-Hamilton-Fulton-Otsego BOCES Safety Office. The members of the District-wide School Safety Team listed above have reviewed and revised this document to meet the needs of the district and have addressed feedback from staff, students, and members of the community in its development.
- In the event of an emergency or violent incident, the initial response to all emergencies will be conducted by the School Emergency Response Team utilizing those members who are appropriate to the location and scope of the emergency. The Superintendent will be notified of all emergencies. He, or his designee, will then notify local emergency officials as needed.

D. Plan Review and Public Comment

- Full copies of the District-wide School Safety Plan will be submitted to the New York State Education Department via a PDF file to review for compliance with the regulations.
- This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review will be completed on or before September 1 of each year after its adoption by the Board of Education. A copy of the plan is available at the Main Office, 5447 State Route 28, Newport, NY.

Section II: Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

Program Initiatives

The district has established the following programs and activities for improving communication among students and between students and staff, and to facilitate the reporting and evaluation of potentially violent incidents:

The District has reached an agreement for employment of a SRO on a full-time basis through the Herkimer County Sheriff's office. The following community policing strategies were used and will be re-implemented upon the start of the 2023-2024 school year:

- Work with students, parents, and staff to identify and mitigate problems that contribute to bullying and safety concerns.
- SRO will assist in updating emergency response plans. Response plan will also be reviewed and revised as needed.
- Provide drug resistance and personal safety instruction to students.

- Develop relationships with students to provide them with appropriate role models.
- Meets with school groups to identify factors which lead to at-risk behaviors and participates in plans to correct or mitigate these problems.
- Serve as a liaison with State Police patrol and provides an on-site police presence to respond immediately to any incidents or criminal acts committed while in school.
- The Code of Conduct details violent incident reporting. Reports of alleged harassment are referred directly to the Superintendent of Schools for investigation and disposition.
- High School Students participate in regional Youth Summit in order to improve school climate.
- Students in grades K-12 participate in anti-bullying assemblies.
- Dignity for All Students Act Coordinator(s) established and maintained.
- The district will continue to assess its needs and establish programs that will help to create a positive, safe learning environment for students.

Training, Drills, and Exercises

Annual multi-hazard school training will be as follows:

- Responder training for members of the Crisis Response Teams will be conducted at the October Superintendent Conference Day, in coordination with the School Resource Officer, and will include table-top exercises.
- The district will coordinate drills with local/county emergency response and preparedness officials. The following drills and exercises will be conducted in the 2022-2023 school year:

<i>Description of drill</i>	<i>date</i>
fire drills	As Required
Evacuation drill	As Required
lock down drill	As Required
Hold-in-Place drill	As Required

Evaluations of each drill and exercise will be presented to the District-Wide School Safety Team in a timely manner following each event.

Implementation of School Security

- The district has conducted a security review of the facility with the assistance of Winterstein and Johnson, Safety Consultants, Albany, NY; along with the Herkimer County BOCES Safety Office and has adopted the following security measures: limited access, limited vendor access, communication system; visitor badge/sign-in procedure; security audit; and random search. Additionally, these items were reviewed by members of our safety and will be with our SRO in September. Additionally, single points of entry for each building have been implemented and buzzer systems have been added for each entrance as well as locking steel doors into the main hallway of the elementary and the doors that divide the two buildings.
- The Board of Education has adopted the following policies, which contain security measures within them.
- Section IV:C.5. School Conduct and Discipline
- Section IV:D.1. Student Welfare
- Section VI:A.1. Safety and Security

Vital Educational Agency Information

There are no other educational agencies within the school district boundaries.

B. Early Detection of Potentially Violent Behaviors

The District recognizes that the most current data cautions against profiling students who have the potential for violence; however, it also acknowledges the need to identify youth at risk and to provide the necessary support services to all students beginning at an early age. The School Resource Officer has the responsibility to maintain resources on the early detection of potentially violent behaviors and acts as a technical assistant to the crisis response team which evaluates threats and other potentially violent behaviors.

C. Hazard Identification

The District has identified the following sites of potential emergency or potential emergency situations:

<i>Site/situation</i>	<i>Comments</i>
building	intruder, hostage, violence, etc.
W. Canada Creek	accidental drowning
athletic fields	accidents, equipment
buses	accidents, hostage
off-site field trips	accidents, kidnap
playground areas	accident, intruder, animals
roadways	traffic control/warning lights installed
weight room	Accidents
pool	Accidental drowning

Section III: Response

A. Notification and Activation (Internal and External Communications)

- In the event of a violent incident or hazard, the Superintendent will be immediately notified and will contact appropriate law enforcement officials through the 911 system. The Superintendent would contact the BOCES District Superintendent and possibly the State Education Department if the nature of the event warranted such notification. A list of local law enforcement agencies and of those individuals who are authorized to contact the law enforcement agencies is included in the appendix of the Emergency Response Plan.
- In the event of a disaster or an act of violence, all educational agencies within the school district of will be notified using one or more of the following mechanisms:

Telephone

Intercom

Fax/Email

Local Media

District Communication
Systems

NOAA Weather Radio

Blackboard

- Parents, guardians or persons in parental relation to the students will be notified in the event of a violent incident or an early dismissal by means of local media in some instances, or by using Blackboard Connect the emergency calling system utilizing emergency contact information provided by families in the district. The media contact list is as follows:

Television: WKTV, WUTR, Spectrum

B. Situational Responses

Emergency Response

The District's has established procedures to be used in the event of any emergency. The Superintendent or his designee will evaluate the emergency and direct the response based upon information available. The details of the response actions have been included in the building-level plans for security reasons. The building-level plans include protocols for the following situations:

Threats of Violence

Intruder

Hostage/Kidnapping

Explosive/Bomb Threat

Natural/Weather Related

Hazardous Material

Civil Disturbance

Biological

School Bus Accident

Other

Gas Leak

Responses to Acts of Violence: Implied or Direct Threats including threat by a student against themselves, which includes suicide.

The District has established the following strategies for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school: The Building-level plan includes specifics to potential emergency situations which would require these responses.

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal of implied or direct threat.
- Determine level of threat with Superintendent/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.
- The District will provide training to assist personnel in de-escalation techniques and/or identification of early warning signs of potentially violent behavior as part of the required staff development program.

Acts of Violence

In the event of an act of violence by students, teachers, other school personnel or visitors to the school, the District will implement the procedures outlined in the Building-level Plan. The following types of procedure(s) have been considered.

Determine level of threat with Superintendent/Designee.

- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform Building Principal and/or Superintendent.
- If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

Prevention/Intervention Strategies

The district identifies and implements prevention/intervention strategies to limit the potential for emergency situations.

- Conflict Resolution
- Peer Mediation
- Anonymous Reporting System
- Social Interaction groups
- Social Interaction Assembly Programs

Response Protocols

The District's responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings are included in the Building-level Plan. The following protocols are provided as examples:

- 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

Arrangements for Obtaining Emergency Assistance from Local Government

- In an emergency, the Superintendent/Designee will contact the 911 center for fire, law enforcement, or EMS response.
- On occasion, the Superintendent/Designee may need to contact the highest-ranking local government official for notification and/or assistance.
- Emergency Responders have been provided with 24 hour/7 days a week access cards to enter the building in all entrance locations.

Procedures for Obtaining Advice and Assistance from Local Government Officials

The District will contact the County Emergency Management Office for advice and assistance for implementation of Article 2-B of the Executive Law.

District Resources Available for Use in an Emergency

A. During an emergency, the District has the following resources available

Equipment	Location
emergency lighting	Throughout building
emergency phone system	Throughout building
buses	Bus garage
trucks for snow removal	Bus garage
two-way radios	Supt. office, all offices, buses, all custodial
generator	Specific areas of building

Blackboard	Superintendent and Business Offices
Emergency Blue Light	Throughout building

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

Appendix 1. Lists persons are available to assist in the event of an emergency: See Confidential Building Response Plan

Protective Action Options

The following actions will be considered in the event of an emergency as appropriate:

- School cancellation
 - Monitor any situation that may warrant a school cancellation
 - Make determination
 - Contact local media.
- Early dismissal
 - Monitor situation
 - If conditions warrant, close school.
 - Contact the Transportation Supervisor to arrange transportation.
 - Contact local media to inform parents of early dismissal
 - Set up an information center so that parents may make inquiries as to the situation.
 - Retain appropriate district personnel until all students have been returned home.
- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)

- Determine the level of threat.
- Clear all evacuation routes and sites prior to evacuation.
- Evacuate all staff and students to pre-arranged evacuation sites.
- Account for all student and staff population. Report any missing staff or students to the Building Principal.
- Make determination regarding early dismissal.
- If determination was made to dismiss early, contact local media to inform parents of early dismissal.
- Ensure adult supervision or continued school supervision/security.
- Set up an information center so that parents may make inquiries as to the situation.
- Retain appropriate district personnel until all students have been returned home.
- Sheltering sites (internal and external)
 - Determine the level of threat.
 - Determine location of sheltering depending on the nature of the incident.
 - Account for all students and staff.
 - Determine other occupants in the building.
 - Make appropriate arrangements for human needs.
 - Take appropriate safety precautions.
 - Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.
 - Retain appropriate district personnel until all students have been returned home.

Section IV: Recovery

A. District Support for Buildings

- The District has established Building-level Emergency Response Teams and Crisis Response Teams for both the elementary and secondary programs.

B. Disaster Mental Health Services

- The district office will assist in the coordination of Disaster Mental Health Resources and the implementation of the Crisis Response Team(s) as outlined in the district Crisis-Response Team.
- During the recovery phase of an incident, the District will reevaluate its current violence prevention and school safety activities and consider what the school can do to improve its plan

Section V: Public Health Emergency Plan

This Public Health Emergency Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plan(s). It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. This plan will be included as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a, requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of**

their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

1. A list and description of positions and titles considered essential with justification for that determination.
2. The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
3. A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

1. Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

Response

1. Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
2. Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
3. Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

1. We will work closely with the Local Health Department (LHD) to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
 1. Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to the LHD
2. The LHD will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
3. The **Coordinator of Safety Services** will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Human Resources Director, Business Official, Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
4. The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan.
5. The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
6. We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

(1) Essential Positions/Titles

In the event of a government ordered shutdown, similar to our response to COVID-19 in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those

positions that could realistically work remotely. The following information is addressed in the table below:

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

The worksheet below has been completed by each department. **Actual information can be found in Appendix C, Essential Employee Worksheets.**

Human Resources Essential Positions (Example Table)				
Title	Description	Justification	Work Shift	Protocol

(2) Protocols Allowing Non-Essential Employees to Telecommute

Access to technology is essential for the successful roll-out of this plan. West Canada Valley Central School (WCV) 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.

1. West Canada Valley will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.) In the event, students and/or teachers do not have access, the home district will take the necessary steps to meet their needs where plausible.
2. West Canada Valley has an inventory of equipment and other assets. We record and track which students, families, and staff have schools assets in their possession.
3. West Canada Valley procures, manages and/or maintains hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement.
4. West Canada Valley identifies professional learning needs for teachers and continues to support their development of skills and pedagogy in a virtual learning environment.
5. West Canada Valley has developed a system for parents, students, and teachers to report technical issues that might be experienced during remote learning. We communicate protocols to these stakeholders to inform them in advance of how to gain assistance when they need it.

West Canada Valley will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, WCV 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 or blended models through the use of both synchronous (i.e., Google Meet, Zoom, or other web conferencing tool) and asynchronous technologies (i.e., Google Classroom or other LMS).

In the event students do not have sufficient access to devices and/or high-speed internet, West Canada Valley 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. West Canada Valley will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

Mobile Devices Delivery:

Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)

- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:

Identify students' technology needs to include adaptive technologies

- Use the Asset Tracking Management System procedures to check out all mobile devices
- If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
- Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet.

(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, West Canada Valley is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency. **Actual information can be found on the Essential Employee Worksheets.**

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the LHD, Office of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings as needed. This will allow us to send consistent messages to the school community on pandemic related issues.

- Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems.
- West Canada Valley has designated a COVID-19 safety coordinator (administrator), whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinator shall be the main contact upon the identification of positive COVID-19 cases and are responsible for subsequent communication. The Coordinator shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.

<i>COVID-19 Safety Coordinator/Administrator</i>	<i>Contact #</i>
Adam Hutchinson	315-867-2028

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; letters sent home, emails, social media posts, through the use of the global call system, and the public media. A school district Public Information Officer (PIO) **Superintendent of Schools** has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication

systems. This coordination will also help assure that as many redundant communication systems as possible are available.

- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
- Overall Operations – Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, district automated phone notification system.
- The Business Office located at 5447 State Rt. 28, Newport, N, is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. West Canada Valley has continually cross-trained employees at the Business Office to provide back-up should specific employees be unable to complete their essential job functions.
- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep their supervisor informed of such status and of the point at which buildings can no longer be maintained. If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building functions and cleaning of critical areas such as bathrooms. *At no time will products not approved by the school district be utilized.*
- Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.

Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period.

- In-Person Instruction
 1. Our students in Special Education, Alternative Education, and VP-Tech will receive daily instruction from their classroom teachers while incorporating specialty areas within the classroom to minimize movement of students throughout the school day. This potentially means having students eat lunch in their classroom instead of the cafeteria and eliminating assemblies, field trips and other large-group activities. Whenever possible students will utilize outside space for physical education instruction. Our related services providers will consider the practicality of providing therapy services directly within the classroom and make therapeutic decisions for when delivery will be needed within the Therapy Room.

2. While planning for CTE instruction, whether in-person, remote or hybrid models, West Canada Valley has ensured high school Technical Education courses have developed models that ensure NYS learning Standards, applicable industry certification requirements, clinical and work-based learning hours will be met. In addition, all programs will follow NYS/DOH health and safety guidelines and social distancing requirements and specific industry standards applicable to Herkimer County.
3. Herkimer BOCES is the provider of Pre-K Services for our district. We will follow the health guidelines that are in place and guidance offered by the county health department. Each Pre-K student will have a plan-based screening in the first fifteen days of school and a more comprehensive assessment using approved tools such as the Brigance in the Fall.

(4) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- West Canada Valley will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the Agency is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

- West Canada Valley has a plan for ensuring that an appropriate supply of face coverings is available for its students, faculty, and staff. WCV is estimating the amount needed during in-person instruction using the NYS Education Department's "PPE Burn Rate Calculator".

Response:

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the LHD and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Human Resources Director will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- **If the decision is made to close a school building the school district will notify the NYS Education Department and HFHO's Component Districts.**

5. Preventing Spread, Contact Tracing and Disinfection

Confirmed COVID-19 Case Requirements & Protocols

Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission.

West Canada Valley has a written protocol for steps to be taken if there is a laboratory-confirmed case of COVID-19 in the school. The protocol centers around both cleaning/disinfecting areas, cooperating with the Herkimer County Public Health Department, and following NYS Department of Health and Centers for Disease Control guidance.

When West Canada Valley receives word that a student or staff has received a laboratory confirmed positive COVID-19 test, West Canada will take the following steps regarding the area used by the person with the confirmed case such as offices, classrooms, common areas, etc.:

- Close off areas used by a sick person and not use these areas until after cleaning and disinfection has occurred.
- Increase air circulation by opening windows/outside doors.
- West Canada Valley staff will wait as long as possible (ideally 24 hours) and then begin cleaning and disinfection as per Centers of Disease Control guidelines.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- West Canada Valley will cooperate with any and all contact tracing activities coordinated by the Herkimer County Public Health Department. This includes:
- Notifying the local health department to determine what steps are needed for the school community.
- Forwarding all appropriate sign-in/sign-out screening logs/contact information/etc. to the Public Health Department.

Due to HIPPA protections and NYS Education Department guidelines, any required formal announcement or notification will come from the Herkimer County Public Health Department.

Return to School After Illness:

Schools must follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 48 hours;

- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home. The district will follow the most updated mandates issues by the CDC and/or NYSDOH.

Staff Absenteeism

- Instructional staff will call into the Substitute line when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Medical Accommodations

West Canada Valley will provide accommodation to all students and staff who are at high-risk or live with a person at high risk. Currently, the CDC considers the following to indicators of being at high risk for COVID-19:

- Individuals age 65 or older
- Individuals with the following health conditions:
 - Cancer
 - Chronic kidney disease
 - COPD (chronic obstructive pulmonary disease)
 - Immunocompromised state (weakened immune system) from solid organ transplant
 - Obesity (body mass index of 30 or higher)
 - Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease

- Type 2 diabetes mellitus
- Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

Alternate plans will be created in consultation with the parents and school physician on how to meet the needs of the child at higher risk, while keeping social distancing which may include:

- Additional PPE for staff caring for such students
- Assigning only one staff member to care for the student
- Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting
- The option for the student to participate in the class remotely for parents/guardians who choose not to send their child back to school.
- Staff who are at high risk or live with a person at high risk will be considered under 504 regulations as well as other possible options specific to COVID situations.

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface. Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
 - Vacuuming of entryways and high traffic areas
 - Removing trash
 - Cleaning restrooms
 - Wiping heat and air conditioner vents

- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

Classroom/Therapy Rooms:

The district will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.

- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

Upon request, Facilities Services will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between use as much as possible. Examples of frequently touched areas in schools may include:

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet bars.
- Dance studio floors.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Positive Academic Support Solution (PASS) Rooms.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

Hand Sanitizing:

- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved by Central Administration.
- All existing and new alcohol-based hand sanitizer dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash removal:

- Trash will be removed daily.
- Garbage cans or processes for collecting trash during lunch periods in classrooms will be increased where necessary.

(6) Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. **Our plan to track such individuals can be found on the attached Essential Employee Worksheets.**

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. However, we may canvass local hotels/motels in order to be prepared for an unanticipated need.

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department and our Component Districts to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.

- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facility Director, and Curriculum Supervisor will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

Essential Employee Worksheet

In the event of a government ordered shutdown similar, to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Please provide the information requested below for your department utilizing the following guide:

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

(Department) Essential Employee Determination

Title	Description	Justification	Work Shift	Protocol
Building Mechanic and Custodians	Maintenance and cleaning of facilities	Verification of facility security, mechanical systems working properly	Employees will be assigned to specific areas of the facility away from other maintenance staff	Employee will complete a time card specifying hours and work location
Cleaners	Cleaning of facilities	Cleaning and disinfecting of area that staff has utilized	Employees will be assigned to specific areas of the facility away from other maintenance staff	Employee will complete a time card specifying hours and work location
Groundkeepers	Maintenance of grounds	Snow removal, lawn mowing, verification of proper drainage	Groundskeepers will be outside working individually on 88 acres of property	Employee will complete a time card specifying hours and work location
Bus Drivers	Transportation of students to and from school	Transportation of students to and from school	As needed	Employee will complete a time card specifying hours and work location
Auto Mechanics	Maintenance of bus fleet	Maintenance of bus fleet	As needed	Employee will complete a time card specifying hours and work location

Food Service Helpers	Preparing and serving meals to students	Preparing and serving meals to students	Staff will be designated to food preparation or food service	Employee will complete a time card specifying hours and work location
Superintenden t	District Management	Oversee onsite operations	Daily/Isolated office	Remain in office and follow directed state and federal protocol. Stagger days and hours
Business Manager/Facil ity Director	Manage Facility Operations	Oversee onsite operations	Daily/Isolated office	Remain in office and follow directed state and federal protocol. Stagger days and hours
Office Management	Manage Internal and External Office Duties	Manage both internal and external office operations	Daily/isolated office	Remain in office and follow directed state and federal protocol. Stagger days and hours.
Building Principal	Building Management	Manage both onsite and offsite operations of their building	Daily/isolated office	Remain in office and follow directed state and federal protocol. Stagger days and hours.

Director of Special Education	Special Education Management	Manage both onsite and offsite operations related to special education	Daily/isolated office	Remain in office and follow directed state and federal protocol. Stagger days and hours
Monitors	Onsite student monitors	Only if students are on campus	As needed	Only be on campus if students were on campus.

West Canada Valley Remote Learning Plan

Teaching and Learning

In an effort to assure high-quality teaching and learning a continuity of learning plan has been developed for the 2023-24 school year. This plan considers and plans for teaching and learning in-person, remotely, and through hybrid models of instruction. Our plan assures that instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

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

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will focus these in-service days on providing support to staff in the areas of social-emotional health and technology integration.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

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

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

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

Grading practices will follow current grading policy designed to provide direct feedback regarding students' mastery of course content.

Remote/Hybrid Instruction

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a hybrid/blended learning model and schedule that can continue as is in a fully remote environment.

Instruction will not only focus on “core” subject areas to the exclusion of elective courses. Consideration has been given to prioritizing hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards.

As noted previously, student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common,

coordinated set of guidelines for teachers to follow when using the platform with students.

- *Grading practices will follow our current grading policies and systems.*
- *Students will follow a defined schedule for each day of instruction.*
- *Substantive interactions will occur between students and teachers each day*
- *Clear opportunities for instruction that are accessible to all students (i.e., aligned with state standards, include routine scheduled times for students to interact and seek feedback and support from teachers*
- *For information about how remote/hybrid instruction information will be communicated to students and families, visit the Communication/Family and Community Engagement section of our reopening plan.*

Attendance, Attendance Reporting and Chronic Absenteeism

Attendance and Attendance Reporting

All schools in the West Canada Valley CSD will take daily attendance whether school opens in September in-person, hybrid, or remote. Attendance policies and procedures will be communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Communication will take the form of building level parent letters/newsletter, global calls, emails, text messaging, and social media. Teachers will record daily attendance in School Tool, our student management system, based on the required daily scheduled student contact and engagement. Daily reports will be generated to identify students who are absent and/or chronically absent. Contact with the families will be made daily to determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, West Canada Valley CSD is committed to providing interventions to prevent and address

health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

The West Canada Valley CSD addresses chronic absenteeism as follows.

1. Nurture a culture of attendance

- Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
- Explain the importance of attendance to the entire school community
- Track daily attendance, tardy, and student engagement in one central, secure location with a tool that helps you quickly see how these data points impact student behavior.

2. Early Identification and Intervention

- Each school regularly monitors attendance data and communicates with parents about issues as they arise.
- Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
- Establish intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community partners, etc.

3. Create a more positive school culture and a focus on engaging instruction

- Evaluate and address your students' engagement in learning
- Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
- Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.
- Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

Career and Technical Education (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, West Canada Valley CSD has collaborated with HFHO BOCES to ensure high school instructional plans are aligned. HFHO BOCES has developed models that ensure NYS learning Standards, applicable industry certification requirements, clinical and work based learning hours have been met. In addition, their plans follow all NYS/DOH health and safety guidelines and social distancing.

Special Education

West Canada Valley CSD remote plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Special education programs and services of the West Canada Valley CSD provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (live-person, hybrid, or remote). The West Canada Valley CSD will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication. The district will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

The West Canada Valley CSD is committed to providing meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of

services to his/her child to meet the requirements of the IDEA. Further, we will maintain regular communication with the parents/guardians and other family members of to ensure that they are engaged in their children's education during the reopening process

The West Canada Valley CSD will plan and support collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

The West Canada Valley CSD will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative records of how the student is adjusting to live, hybrid, and remote instruction during 2023-24, a record of what instruction and services were provided, a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory services records.