



Bolton Central School

New York State
Project S.A.V.E.
District Wide Safety Plan

Addendums
1 – 16

2023-2024
School Year

Bolton Central School District
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Addendum 1

Bolton Central School District-wide Safety Plan

The District-wide School Safety Plan includes strategies for improving communication among students, and between students and staff, and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing reporting mechanisms for school violence.

Content:

- Board of Education Policy – Character Education
- Board of Education Policy – Safety Conditions and Programs
- Board of Education Policy – Instructional Prevention Programs
- School Clubs and Sports
- Youth & Government & North Country Model United Nations
- Health Programs designed for violence awareness and prevention
- Health and Wellness Committee Activities

Classification: Public Information

Addendum 2
Bolton Central School District-wide Safety Plan

The plan includes procedures for the review and conduct of drills and other exercises to test components of the emergency response plan, including the use of table-top exercises, in coordination with local and county emergency responders and preparedness officials.

Content:

- Summary of drills conducted throughout the previous school year in present in the Building Level Emergency Response Plan

Classification: Private Information which doesn't fall under the Freedom of Information Act (F.O.I.L.)

Addendum 3

Bolton Central School District-wide Safety Plan

The plan includes a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in school security capacity.

School Resource Officer Hiring and Job Duties

The hiring process for the School Resource Officer is the same as any other school district position. Jeffrey Webster is a Warren County Sheriff's Department Officer. His job duties include: monitoring arrivals/dismissals of students, patrolling district buildings and grounds, and educating students about safety.

Jeffrey Webster's Training and Certifications:

New York State Department of Criminal Justice Services Certified School Resource Officer.

NYS & FEMA Trainings in: Incident Command, Active Shooter, Narcotics Identification, domestic violence, terrorism awareness, and Police Supervision.

CPR/First Aid Certified

Classification: Public Information

Addendum Number 4

Bolton Central School District-wide Safety Plan

The plan includes policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures.

Content:

- Visitor information from the Parent/Student Handbook
- Board of Education Policy on visitors to the school
- Board of Education Policy on code of conduct on school property
- Board of Education Policy on facilities inspections, operation and maintenance
- Board of Education Policy on safety and security
- Board of Education Policy on employee fingerprinting requirements
- Board of Education Policy on qualifications of bus drivers
- Board of Education Policy on drug and alcohol testing
- Board of Education Policy on maintaining a drug-free work-place
- Memorandums concerning building security
- District lock out procedures
- District lock down procedures

Classification: Public Information, except for the following:

The district lockout and lockdown procedures are considered part of the Building-level Emergency Response Plan and are considered confidential.

Addendum 5

Bolton Central School District-wide Safety Plan

The plan includes policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information.

Content:

- Summary of Code of Conduct
- Sections from the Student/Parent Handbook
- School Bulletin
- School Newsletter
- School Website

Addendum 6
Bolton Central School District-wide Safety Plan

The plan includes the identification of sites of a potential emergency.

Content:

- Facility Hazard Identification Diagrams and Notes
- Town of Bolton Hazard Identification Notes

Classification: Confidential Document

Under Article 6 of the Public Officers Law or any other provision of law, in accordance with New York State Education Law Section 2801-a the documents attached to this memorandum are part of the Bolton Central School Building-level Emergency Response Plan and shall be confidential and are not subject to disclosure under the Freedom Of Information Law (FOIL).

Addendum 7
Bolton Central School District-wide Safety Plan

The plan includes policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal.

Content:

- Board of Education Policy concerning emergency closing
- Community Notification Plan and Procedures
- School Bulletin on emergency closing
- School Emergency Call System
- Example of Student/Parent/Guardian Contact Directory

Classification: Public Information

Addendum 8

Bolton Central School District-wide Safety Plan

The plan includes a description of the district's Threat and Specific Hazard Annexes for taking actions in an emergency.

Content:

Threat and Specific Hazard Annexes

- The Threat and Specific Hazard Annexes provides guidelines for emergency response team and staff to follow in the event of an emergency, which includes implied or direct threats of violence by students, teachers, other school personnel and visitors to the school.

Classification: Confidential Document

Under Article 6 of the Public Officers Law or any other provision of law, in accordance with New York State Education Law Section 2801-a the documents attached to this memorandum are part of the Bolton Central School Building-level Emergency Response Plan and shall be confidential and are not subject to disclosure under the Freedom Of Information Law (FOIL).

Addendum 9
Bolton Central School District-wide Safety Plan

1. The plan includes policies and procedures for responding to an implied or direct threat of violence by students, teachers, other school personnel and visitors to the school.
2. The plan includes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including the consideration of zero-tolerance policies for school violence.

Content:

- Board of Education Policy concerning threats of violence in school
- Response procedures from the building-level safety plan

Classification: Public Information

Addendum 10

Bolton Central School District-wide Safety Plan

The plan includes an identification of appropriate responses to emergencies, including protocols for responding to an active shooter, bomb threats, hostage taking, intrusions and kidnappings.

Content:

Response & Procedures for:

- Active Shooter Threat
- Bomb Threat Response
- Hostage-Taking
- Intrusions
- Kidnapping

Classification: Confidential Document

Under Article 6 of the Public Officers Law or any other provision of law, in accordance with New York State Education Law Section 2801-a the documents attached to this memorandum are part of the Bolton Central School Building-level Emergency Response Plan and shall be confidential and are not subject to disclosure under the Freedom Of Information Law (FOIL).

Addendum 11
Bolton Central School District-wide Safety Plan

The plan provides procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law.

Content:

- Board of Education Policy concerning relations with municipal governments
- Memorandums Of Understanding for shared resources
- Federal, State, County and Local Emergency Resource Information

Classification: Public Information

Addendum 12
Bolton Central School District-wide Safety Plan

The plan includes an identification of district resources, which may be available for use during an emergency.

Content:

Building Resource Information

- District resources, which may be available for use during an emergency.

Classification: Public Information

Addendum 13

Bolton Central School District-wide Safety Plan

The plan includes a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies.

Content:

- District Wide Safety Team
- Building Level Safety Team
- Post Incident Crisis Response Team
- National Incident Management System (NIMS) Requirements
- Incident Command System Training

Classification: Confidential Document

Addendum 14

Bolton Central School District-wide Safety Plan

The plan includes a description of plans for taking the following actions in response to an emergency where appropriate: (a) school cancellation; (b) early dismissal; (c) evacuation; and (d) sheltering.

Content:

- School Cancellation and Early Dismissal Procedures
- Fire Alarm Activation and Evacuation Procedures
- Take Cover Shelter Plan
- Student/Parent Reunification Plan
- On Campus Sheltering and American Red Cross Agreement
- Loss of Building Use and Off Campus Sheltering Options
- Got To Go Bag and Checklist

Classification: Public Information

Addendum 15
Bolton Central School District-wide Safety Plan

The district may elect to include in its plan a description of how district resources will support the Building Emergency Response Teams and the Post-Incident Crisis Response Teams in school(s) after threats of violence or actual violent incidents have occurred.

Content:

- Board of Education Policy concerning Crisis Response
- Post-Incident Response Plan (Crisis Intervention) and Extended Resources

Classification: Public Information

Addendum 16

Bolton Central School District-wide Safety Plan

Emergency Remote Instruction Plan

The district shall include in the Emergency Remote Instruction Plan a description of how the school will address the continuity of operations in regards to student instruction and learning in the event of an emergency closing.

Content:

- Board of Education Policy concerning Remote Working (Policy 6570)
- Board of Education Policy concerning Remote Learning (Policy 7150)
- 2023 – 2024 Emergency Remote Instruction Plan

Classification: Public Information

Bolton Central School District

2023-2024

Emergency Remote Instruction Plan

INTRODUCTION

The Bolton Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner’s Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in two Board of Education Policies 6570 Remote Working and 7150 Remote Learning.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a “snow day pilot” program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner’s regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, but are not required to,

remain in session, and provide instruction through remote learning and count these instructional days towards the annual hour's requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods the school district will ensure the availability of:

- Devices;
- Internet access;
- Provision of special education and related services for students with disabilities; and
- The expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public-school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency

conditions that was given to school districts. The effective date of the proposed rule is January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of the Pre-Kindergarten through Grade 12 School due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, [insert other district-specific emergency conditions as needed], and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day.

The Bolton Central School District Remote Emergency Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

Should the school need to close at any point in the school year, the district utilizes virtual remote instruction for all students and requires them to log in to classes throughout the day with their teacher(s). Those classes may be synchronous (live

streaming every period) and/or asynchronous (work/recorded lessons, posted to Google Classroom) based on what works best for the specific class and what is being taught/learned. Attendance is mandatory and traditional grading is done.

The district's expectations for school staff is to have the proportion of time spent in synchronous instruction [insert approximate hours/day of synchronous time], to be more than the time spent in asynchronous instruction [insert approximate hours/day of asynchronous time] of students on days of remote instruction under emergency conditions. The expectation is that asynchronous instruction is supplementary to synchronous instruction.

[Describe how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.]

Goals of Instructional Continuity

- Provide all students with continuity of learning that is accessible and clearly communicated.
- Monitor and maintain student and family connections with school communities.
- Provide students with prioritized, meaningful and relevant remote learning.
- Ensure the highest level of support for all students.
- Continue to provide a high level of individual support for students and families of students with special needs.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Bolton Central School District shall survey families to find out who has a reliable high-speed internet connection. In compliance with the New York State Education Department Digital Equity Survey Bolton Central School conducts an annual Technology Survey every September to identify families who do not have internet access or devices, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the Bolton Central School District provides information on internet access and computer accessibility. All survey information is stored and available in PowerSchool. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

All students and staff are provided with a device by the district, such as an on-loan, Chromebook laptop computer, to use for remote learning if they are unable to attend school in-person due to school closure at any point during the school year. Students and staff are provided with a means to send information to the school for printing needs, if necessary, during this time. Students who do not have access to high-speed internet are provided with learning materials in paper format that are aligned with the NYS standards, if necessary, and if possible, the district provides connectivity "hot spots" in the community to students who need Wi-Fi connections. Parents using remote learning can contact District Information and Technology Staff for assistance with device

and internet troubleshooting needs during this period. Their contact information is shared with families as a resource.

District policies 6570/Remote Working and 7150/Remote Learning and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

SPECIAL EDUCATION EMERGENCY INSTRUCTION

Should the need to move to remote instruction arise, special education teachers and related service providers use a distance learning platform to continue small group instruction and related service provision to the greatest extent possible.

Programs and services are documented on student's IEPs which are developed in collaboration with parents. Teachers and service providers continue to communicate as needed with parents via phone calls, emails, and various communication applications. Requests for Committee on Special Education review meetings continue to be accepted and meetings scheduled accordingly. Virtual meeting participation is encouraged.

Special education and related service providers refer to Individualized Education Programs for each student and ensure that the accommodations, modifications and supplementary aids and services are in place in the classroom and during small group instruction. Should the district be required to revert to distance learning accommodations, modifications and supplementary aids and services are provided to the greatest extent possible.

ACADEMIC INTERVENTION SERVICES (AIS)

Should the need to move to remote instruction arise, Academic Intervention Services and related service providers use a distance learning platform to continue small group instruction and related service provision to the greatest extent possible.

Programs and services are documented on student's IEPs which are developed in collaboration with parents. Teachers and service providers continue to communicate as needed with parents via phone calls, emails, and various communication applications. Requests for Committee on Special Education review meetings continue to be accepted and meetings scheduled accordingly. Virtual meeting participation is encouraged.

Academic Intervention Services and related service providers refer to Individualized Education Programs for each student and ensure that the accommodations, modifications and supplementary aids and services are in place in the classroom and during small group instruction. Should the district be required to revert to distance learning accommodations, modifications and supplementary aids and services are provided to the greatest extent possible.

PRESCHOOL-EMERGENCY INSTRUCTION

The District Committee on Preschool Special Education services are provided either face to face or via tele-therapy when necessary. Program providers and the Pupil Personnel Services office maintain close contact to ensure continuity of service. Providers are allowed to deliver service in the elementary building for those children in the Universal Pre-K program when necessary. Preschool service providers continue to monitor the schedule of students' Individualized Education Programs. Student progress is reported to parents quarterly. Requested review meetings are scheduled as required, virtual meeting participation is encouraged.

TEACHER INSTRUCTION AND CHECK-INS

The district reviews and updates attendance policies, emergency response plan, code of conduct, and other relevant local documents, to ensure attendance can be tracked for emergency remote instruction days. All Regents exams and assessments are offered unless NYSED decides otherwise.

Teachers utilize Google Classroom, Google Meet, phone conferences, email and other methods to provide instruction, hold live classes and office hours, post learning materials for students, as well as other online resources. Teachers record attendance and student performance participation within PowerSchool for all classes. Power School is our Student Information System and is used to house all data.

Teachers of students with special needs and English language learners document daily contact on individual student contact logs. Teachers provide students with in-depth instruction on how to submit work via specific platforms being used in their classroom. Each building is developing materials to train students for at home learning. All students receive instruction to ensure they clearly understand their role in learning.

GRADING AND ASSESSING

Grading is based on teacher discretion. However, grading will clearly align with the learning outcomes of each course, as well as the NYS and Next Generation Learning Standards. All regents' level courses and College Now courses prepare students for the appropriate end-of-course assessments. Students are graded using each school's traditional scoring scale. The level, rigor, and quality of work expected from students is higher than the grading model used when the forced school closure occurred at the end of the 2019-2020 school year. Standard Grading Practices apply. While participation and effort are required to be successful, teachers focus heavily on providing meaningful feedback and focusing on individual students' progress and learning. Mastery is hard to accomplish in isolation and student/teacher interactions help guide all learners through this process. Assessments are meaningful and are developed to meet the remote model.

POSTING GUIDELINES AND INSTRUCTIONAL SUPPORT

Teachers provide students with a calendar via Google Classroom outlining lessons and activities. This assists in keeping the students organized and current. Remote models follow the instructional days of the school calendar. Adjustments to the school calendar are made at the discretion of the Superintendent to ensure mandated minutes of

instruction and daily requirements are met. All teachers are available during scheduled class time online and provide daily and timely feedback to their students.

PROFESSIONAL SUPPORT FOR STAFF

During a prolonged emergency closure, Faculty Meetings occur monthly or more frequently at the discretion of the building principal. The district will determine the number of professional development days prior to the beginning of live classes.

PROFESSIONAL CONNECTIONS AND SUPPORT FOR STUDENTS

Academic teachers and special education teachers collaborate to support each other and our students. All staff are on alert for signs of social and emotional concerns. Identifying early warning signs and getting individuals connected with the help they need is crucial to their personal, professional, and academic success.

STAFF RESPONSIBILITIES

TEACHERS

Teachers collaborate to effectively support the student body as a whole. At the time this plan is created, all Regents exams and assessments are still scheduled to occur. Teachers provide relevant instruction to meet the standards for each course to prepare students for success on these high-level end-of-year state assessments.

SPECIAL EDUCATION TEACHERS

Special education teachers continue to support their students based on their assigned caseloads. Special education teachers continue to collaborate with general education and academic area teachers to ensure equitable access to instruction. Staff continue to provide student support in accordance with student IEP and schedule. Resource Room teachers follow the instructional schedule, making themselves available for support as scheduled. The resource room teacher does a daily check-in with the students on their caseload to monitor student progress and support individual needs. The resource room teacher works closely with the content area teacher to address curriculum needs and academic support.

RELATED SERVICE PROVIDERS

Related Service Providers should provide the indicated consultation and direct services per the IEP to the extent feasible using remote learning platforms. Related service providers must track their instruction, parent and student contact, and student impact/progress daily. Special Education staff and/or related service providers need to monitor student participation online and check-in with families of those students who have limited participation in order to problem solve. All contacts with families and students should be documented in Frontline/IEP Direct including attempted contacts that were not successful. Multiple attempts to engage students and parents should be indicated in the documentation. Staff should inform building administration of students who have not been participating in remote learning.

SCHOOL COUNSELORS

Counselors focus on social emotional learning and academic progress of students. They make themselves available to all students and continue to meet the needs of the IEPs of the students on their caseloads. Teachers contact counselors if a student needs social emotional support, and the counselor's follow-up as necessary.

TEACHING ASSISTANTS AND AIDES

Aides and teaching assistants help in the preparation of materials, copying, supervision and other duties assigned or requested by the administration and the teachers with whom they work.

CLERICAL

Clerical staff continue to fulfill the duties of their contractual positions.

STAFF AVAILABILITY

Student-teacher interaction is an important part of the teaching and learning process. All teachers are available according to their period schedule and through scheduled office hours. Acceptable platforms for instruction and interaction include Google Classrooms, Google Meets, phone calls and emails.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the Bolton Central School District may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facility. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facility are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid)

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

TRANSPORTATION

When a school district is in session, remotely or otherwise, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged

to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.

REPORTING

AS SOON AS POSSIBLE

The School Superintendent shall notify the NYSED Commissioner as soon as possible (directly or through your BOCES District Superintendent) whenever the District-Wide School Safety Plan or Building-level Emergency Response Plan is activated and results in the closing of a school building in the district (except for routine snow days).

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The Bolton Central School District shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. If remote instruction is provided in response to a school closure that is due to an activation of the building level emergency response plan, not including routine snow days, it shall also be reported in the Report of School Closure. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System and certifies this at the time NYSED's **Form A** is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

The Bolton Central School District Board of Education shall make The Remote Emergency Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.