



**GREENPORT SCHOOLS**

# **Districtwide Safety Plan**

2025-2026



GREENPORT SCHOOLS

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## **I. Policy Statement of the Superintendent of Schools**

Emergencies in schools must be addressed in a comprehensive, expeditious manner. As with any other institution, schools must be well prepared to address acts of violence, and natural and manmade disasters. In this regard, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is an inclusive planning effort that focuses on prevention, response, and recovery with respect to a variety of emergencies that schools may encounter.

School authorities have both a moral obligation and a legal responsibility to provide for protection of public property and life, and the health and property of students, faculty and staff. As such, the Greenport UFSD supports SAVE legislation and will continue to facilitate its implementation. As a district, we encourage and advocate ongoing districtwide cooperation and support of Project SAVE.

A district-wide safety plan has been developed to encompass each of our schools. This safety plan is comprehensive, concise, and specific. It is reviewed and updated annually, prior to the commencement of school in September. Any changes are provided to principals and reflected in building-level safety plans immediately. Appropriate staff training is also provided.

The safety of our students/staff and the protection of our schools is paramount. Again, our plan has been developed and implemented accordingly.

## **II. Introduction**

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 our district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, as well as from natural and manmade disasters.

To address these threats, the State of New York has enacted the Safety Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools. The Greenport UFSD (“District”) supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

### **III. General Considerations and Planning**

#### **A. Purpose**

The Greenport UFSD District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Greenport UFSD Board of Education, the Superintendent of the Greenport UFSD appointed a Health and Safety Committee and charged it with the development and maintenance of the District-wide School Safety Plan.

#### **B. Identification of Health and Safety Committee**

The Greenport UFSD has created a Health and Safety Committee consisting of, but not limited to, representatives of the School Board, teachers, administrators, parent organizations, school safety personnel, local law enforcement and emergency agencies.

#### **C. Concept of Operations**

The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Responses. The protocols reflected in the District-wide School Safety Plan will be used to guide the development and implementation of the individual Building-level Emergency Response Plan.

- The development of the District-wide School Safety plan is a collaborative effort involving members of the District-wide Safety Team, law enforcement officials, and fire/EMS services. The plan was further developed utilizing the guidelines provided by the New York State Education Department, in consultation with Homeland Security and the New York State Police.
- In the event of an emergency or violent incident, the initial response to all emergencies will be the School Emergency Response Team.
- All information pertaining to an emergency or violent incident will be directed to either the Building Principal, Assistant Superintendent or the Superintendent.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his designee will be notified and, where appropriate, local emergency officials will be notified by calling 911. County and State resources through existing established protocols may supplement emergency response actions, including post-incident responses

#### **D. Plan Review and Public Comment**

- This plan shall be reviewed and maintained by the Health and Safety Committee and reviewed on an annual basis on or before July 1 of each year.
- Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), a summary of this plan was made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- Full copies of the adopted District-wide School Safety Plan were submitted to the New York State Education Department within 30 days of adoption.
- While linked to the District-wide School Safety Plan, the Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.a.
- Full copies of the Building-level Emergency Response Plan will be supplied to both local and State Police within 30 days of adoption.

#### **IV. Risk Reduction/Prevention and Intervention/Early Detection**

This section of the plan is used to identify and describe the District's policies and procedures for reducing the risk of violence; implementing programs and activities for prevention of violence; and establishing clear descriptions of actions that will be taken in the event of a violent incident or other school emergency. Research demonstrates that positive, skills-based approaches can increase the safety of students and teachers in school, as well as improve the community climate.

Programs have been developed by the Greenport UFSD to improve communication among students and between students and staff, and reporting of potentially violent incidents.

##### **A. Prevention/Intervention Strategies**

The Greenport UFSD regularly conducts age appropriate programs for students, staff and parents, such as:

1. Multi-Tiered System of Supports (MTSS)
2. Non-Violent Conflict Resolution Training Programs
3. Peer Mediation
4. Athletic Programs
5. Transportation Safety Program
6. Internet Safety Program
7. Community Partnership Programs
8. Porter Pillars
9. Safety Patrol Program
10. Counseling Program
11. Positive Behavior Interventions and support
12. Social Work Program
13. Bullying Prevention Program
14. Fire Safety Program
15. Collaboration with Southold Town law enforcement and emergency personnel

Additionally, the District is installing a robust security surveillance system with 24- hour monitoring and video capability.

##### **B. Training, Drills, and Exercises**

The Greenport UFSD has developed policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. The District has established the following procedure(s) for multi-hazard school safety training for staff and students:

1. Annual review of building emergency response procedures with staff and students
2. The district conducts 12 emergency drills of which four (4) are lockdown drills

that include practicing the Shelter-in-place, Hold-in-Place, and Lockout protocols

3. The district participates in the Annual Early Dismissal - Go Home Evacuation Drill
4. The district has conducted drills and other training exercises to test components of the emergency response in coordination with the following agencies:  
Southold Town Police Department  
Greenport Fire Department

The school district recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the District will invite local agencies to participate in and to help evaluate all exercises. These agencies may include, but not be limited to, Local Office of Emergency Management and the local BOCES Health & Safety Office. At least one such exercise will occur in the district each year.

Note: Directly following each test or drill a debriefing will be conducted to evaluate the exercises and determine if changes to the emergency response plan are necessary.

### **C. Implementation of School Security**

General responsibilities of school security guards include but are not limited to:

1. Patrolling building and grounds
2. Enforce school rules, including wearing of school district ID badges
3. Ensure the safety of students, staff and visitors
4. Prevent damage to the facilities
5. Establish rapport with students in order to provide an atmosphere that is safe and conducive to the proper functioning of the school
6. Assist students or refer them to the proper staff members for assistance with any problems
7. Does related work as required such as attending after school activities and athletic events

### **D. Vital Educational Agency Information**

The Greenport UFSD has one (1) educational agency (building) located at 720 Front Street





in Greenport, NY. Greenport High School and Greenport Elementary both reside within this building.

Building Emergency Response Plans will contain vital information such as school population, number of staff, transportation needs and the business and home telephone numbers of key educational officials. These plans also include relocation and reunification locations.

#### **E. Early Detection of Potentially Violent Behaviors**

The Greenport UFSD has policies and procedures for dissemination of information regarding the early detection of potential violent behaviors. Informative materials are distributed on an ongoing basis at faculty meetings throughout the school year. Staff development is conducted during Superintendent Conference Days and/or other conference days in order to develop awareness and provide training for staff regarding this issue.

This material is also available to parents and the community during various committee or workshop meetings. The district also has a Building Emergency Response Team in order to respond effectively and appropriately to a crisis involving violent behaviors. This Building Emergency Response Team is also available for questions from the staff, students, parents and community.

#### **F. Hazard Identification**

The identification of sites of potential emergencies is located in *Maps & Diagrams* in each Building-level Emergency Response Plan. The location of potential hazards, such as: chemical storage, propane & motor fuel storage, potential fire hazards, electrical hazards, playground equipment, etc. are documented on a building and facility diagram. Potential off-site hazards are identified in each of the plans.

## V. Response

### A. Notification and Activation of Internal and External Communications

1. The District policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident are located in each Building-level Emergency Response Plan. Each plan identifies individuals who are authorized to initiate contact with local law enforcement agencies. All communications during an incident at the school will flow through the Incident Command Center. Emergency services will be requested through the 911 system.
2. In the event of an emergency, staff, students and visitors will be contacted in one or more of the following manners:

|           |  |
|-----------|--|
| Telephone | Parent Square  |
| Written   | Parent Square / Website ( <a href="http://www.gufsd.org">www.gufsd.org</a> ) |
| Verbal    | Parent Square / Local Media  |
3. The District has established guidelines for staff and students in the event that they initially discover an emergency situation, or impending emergency. They will notify the Principal and provide him/her with information on the nature of the event. In the event that the Principal cannot be reached, the Assistant Superintendent or Superintendent will be contacted.
4. Procedures for School Cancellation/Early Dismissal and Community Notification protocol for contacting parents, guardians, or persons in parental relation to the students in the event of a violent incident or an early dismissal are outlined in each Building-level Emergency Response Plan. This includes using local media in some instances, district webpage ([www.gufsd.org](http://www.gufsd.org)), Connect Ed Automated Phone Notification System, or use of an emergency contact information provided by student's parents/legal guardians if necessary.

### B. Situational Responses

The District has developed multi-hazard response plans. These guidelines are present in the Multi-Hazard Emergency Response Action Guidelines in each Building-level Emergency Response Plan. The emergencies addressed in the plan include, but are not limited to:

|                           |                     |                         |
|---------------------------|---------------------|-------------------------|
| Earthquake                | Bomb Threat         | Natural/Weather Related |
| Loss of Utilities         | Radiological        | Acts of Violence        |
| Plane Crash               | Explosion           | Kidnapping/Hostage      |
| Hazardous Materials Spill | Railroad Derailment | Active Shooter          |

Others as determined by the Building-level School Safety Team

**These guidelines are not open for public comment or review. Sharing such information could put people or facilities at risk.**

The guidelines provide basic instructions for responding to any given incidents such as:

- Notifying school administrators of the incident
- Contacting emergency response agencies
- Assembling the emergency response team and implementing the incident command system
- Moving occupants from an area of danger to an area of safety
- Notifying community/parent
- Sheltering or student release procedures
- Aftermath and recovery

### **C. Responding to Acts of Violence: Implied or Direct Threats**

The Crisis Response Plan Guidelines in each Building-level Emergency Response Plan provides guidance on the district's policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. The following types of procedure(s) are addressed in the plan, and could be used by the district:

1. The use of staff trained in de-escalation or other strategies to diffuse the situation
2. Informing the Building Principal of implied or direct threat
3. Determining the level of threat with Superintendent/Designee
4. Contacting appropriate law enforcement agency, if necessary
5. Monitoring the situation, adjusting the District's response as appropriate, and include possible implementation of Building Emergency Response Team

### **D. Acts of Violence**

Each Building-level Emergency Response Plan provides guidance on the District's policies and procedures for responding to direct acts of violence by students, teachers, other school personnel and visitors to the school. The following types of procedure(s) are addressed in the plan, and could be used by the district:

1. Determine the level of threat with Superintendent/Designee
2. Isolate the immediate area and evacuate

3. Inform the Building Principal/Superintendent
4. Initiate lockdown or lockout procedures and contact appropriate law enforcement agency
5. Monitor the situation; adjust the level of response as appropriate; if necessary, initiate early dismissal, sheltering, or evacuation procedures

Note: The Greenport UFSD "Code of Conduct" describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school.

#### **E. Response Protocols**

The Incident Command System and the Threat and Hazard Specific Annexes in each Building-level Emergency Response Plan provides guidance on the district's policies and procedures for responding to bomb threats, acts of violence and kidnapping.

The following protocols are provided as examples:

1. Identification of decision-makers
2. Plans to safeguard students and staff
3. Procedures to provide transportation, if necessary
4. Procedures to notify parents
5. Procedures to notify media
6. Debriefing procedures

#### **F. Arrangements for Obtaining Emergency Assistance from Local Government**

A section on Emergency Communications in each Building-level Emergency Response Plan provides guidance for obtaining assistance during emergencies from emergency services organizations and local government agencies. The following examples are the types of arrangements that could be used by the District:

1. The Superintendent or his or her designee in an emergency will contact the regional emergency dispatch center by calling 911
2. The dispatcher will determine the appropriate services needed by the school
3. The Superintendent or his or her designee contacts highest-ranking local Village and/or Town officials to provide notification and/or request assistance

#### **G. Procedures for Obtaining Advice and Assistance from Local Government Officials**

The District will utilize procedures outlined in Emergency Communications and the Incident Command System sections in the Building-level Emergency Response Plans 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. The types of procedures for obtaining advice and assistance from local governments during county-wide emergencies could include the following:

1. Superintendent/Designee in an emergency will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance
2. The District has identified resources for an emergency from the following agencies: Southold Police Department, Greenport Fire Departments, American Red Cross, and New York State Police

#### **H. District Resources Available for Use in an Emergency**

A District Resources and Supply Inventory is located in the Building- level Emergency Response Plan which identifies the district resources, which may be available during an emergency, which could include the identification of resources, such as available facilities, blankets, cots, food supply, communications equipment, fire extinguishers, first aid supplies, flashlights, bull horn, district vehicles and buses.

#### **I. Procedures to Coordinate the Use of School District Resources and Manpower During Emergencies**

The Building-level Emergency Response Plan provides a description of the District's procedures to coordinate the use of resources and manpower during emergencies. These sections include the identification of the officials authorized to make decisions and the staff members assigned to provide assistance during emergencies.

#### **J. Protective Action Options**

The Building-level Emergency Response Plan describes the following actions in response to an emergency where appropriate: school cancellation prior to the start of school, early dismissal, evacuation before, during and after school hours, and sheltering procedures.

## **VI. Recovery**

### **A. District Support for Buildings**

The Building-level Emergency Response Plan provides resources for supporting the Building Emergency Response Team and Post-Incident Response Team at the Greenport UFSD. The District's Incident Command System Plan identifies alternates to relieve team members, and interfaces with the Crisis Response Plan to provide team members the opportunity to debrief and rehab in a controlled environment. Additionally, members of the Post-Incident Response Team will be provided with sufficient manpower to allow the rotation of personnel, and the opportunity to debrief and rehab in a controlled environment.

### **B. Mental Health Services**

The Administrative team will be advised by the District Emergency Response Team (includes School Psychologists, Social Worker, School Counselors, and School Nurses) who will assist in the coordination of disaster mental health resources through the County Mental Health Department, community resources, neighboring school districts, and other disaster mental health resources to fully support members of the crisis response team.

### **C. Crisis Debrief**

A debriefing of the Building Emergency Response Team is an essential part of the recovery phase following an emergency incident. The debriefing will be used in part to evaluate the District's plan for possible revisions

## **VII. Emergency Remote Instruction Plan**

The plan adheres to guidance set forth in the following Board of Education policies: 7150 and REG 7150

### **A. Ensure Computing Devices**

Greenport UFSD will provide all students and teachers a Chromebook for their exclusive use at school and at home. Students in Grade PK to 1 will be assigned an iPad and Grades 2 to Grade 6 will be assigned a Chromebook. Students in Grades 7 to Grade 12 will each be assigned a Chromebook.

### **B. Internet Connectivity**

Greenport UFSD will provide any household without consistent, reliable access to high-speed internet with a mobile hotspot device.

### **C. Instruction**

Hybrid Model - Elementary School

- Grades K-6: Full day with half the students (purple and gold groups) split by alphabetical order (A-K Purple Group, L-Z Gold Group)
- 9:00AM – 3:00PM School Day
- Elementary school students split into two groups (Purple and Gold), attending school M-T OR Th-F, with remote on the other days.
- Wednesday used for instruction and adds third day to each group every other week, teachers have live office hours
- Students will engage in remote learning two- three days each week.
- Teachers will use Google Classroom and Google Meet as their primary platforms for delivering virtual instruction.
- A remote schedule and Google Classroom code will be communicated to students and parents by the building principal.
- Student “Check-in/Engagement Sheet” will be uploaded in each teacher’s Google Classroom.
- Reduced class size to no more than 15 students
- 1:1 device provided to each student.
- Specials will be brought to the classroom or will be held outdoors when possible.

| PreK-6 Hybrid Instructional Model                   |       |  |                                    |       |
|---|-------|--|------------------------------------|-------|
| Day 1   | Day 2 | Day 3                                      | Day 4                              | Day 5 |
| Purple Group Live In School 2 Days                  |       | Alternating Purple or Gold Group Each Week | Purple Group Remote at Home 2 Days |       |
| Gold Group Remote at Home 2 Days                    |       |  | Gold Group Live at School 2 Days   |       |
| Faculty & Staff Report to School in Person Everyday |       |  |                                    |       |

#### PreK-6 Hybrid

- A-K- Purple
- L-Z- Gold

#### Remote Learning -Grades Pre-K-6

Students in the elementary grades may spend two-three and half hours working with academic material. This time will vary based on age/grade. Students can complete their work in one session, or several sessions depending on their learning style and device availability. The building principal and grade level teachers will provide more details.

- Parents may reference this guide to know when elementary teachers will be available to their students.
- Teachers will use Google Classroom, Google Meet/video conferencing as the primary method of providing instruction to students, whether synchronous (live) or asynchronous (recorded).
- This time will be used for teachers to support the continuity of learning for our elementary students.
- The time with teachers is meant for class-wide projects, meetings, discussions, feedback about previously posted material and other opportunities for student-teacher collaboration to support new learning aligned to grade level standards.
- Teacher will make every effort to reply to inquiries within 24 hours.
- The schedule below lists times that teachers will be available for interactions with students:



| PreK-2      |                       | Grades 3-6  |                       |
|-------------|-----------------------|-------------|-----------------------|
| Times       | Instruction           | Times       | Instruction           |
| 9:00-9:30   | Reading               | 9:00-10:00  | Reading               |
| 9:30-10:00  | Writing               | 10:00-10:30 | Writing               |
| 10:00-10:30 | Math                  | 10:30-11:30 | Math                  |
|             |                       |             |                       |
| 12:00-12:30 | Science               | 12:30-1:00  | Science               |
| 12:30-1:00  | Social Studies        | 1:00-1:30   | Social Studies        |
| 1:00-3:00   | Teacher Support Hours | 1:30-3:00   | Teacher Support Hours |

#### Hybrid Model-Secondary School Students (Grades 7-12)

- 7:30AM – 2:30PM School Day
- High School students split into two groups (Purple and Gold), attending school M-T OR Th-F, with remote on the other days
- Wednesday used for instruction and adds third day to each group every other week, teachers have live office hours
- Students will engage in remote learning two-three days each week.
- Teachers will use Google Classroom and Google Meet as their primary platforms for delivering virtual instruction
- A remote schedule and Google Classroom code will be communicated to students and parents by the building principal
- Student “Check-in/Engagement Sheet” will be uploaded in each teacher’s Google Classroom
- Recommended class size of no more than 15 students
- 1:1 device provided to each student
- Specials will be brought to the classroom or will be held outdoors when possible

| 7-12 Hybrid Instructional Model                     |       |  |                                    |       |
|---|-------|--|------------------------------------|-------|
| Day 1   | Day 2 | Day 3                                      | Day 4                              | Day 5 |
| Purple Group Live In School 2 Days                  |       | Alternating Purple or Gold Group Each Week | Purple Group Remote at Home 2 Days |       |
| Gold Group Remote at Home 2 Days                    |       |  | Gold Group Live at School 2 Days   |       |
| Faculty & Staff Report to School in Person Everyday |       |  |                                    |       |

## JH Hybrid Plan

|        | Monday   | Tuesday  | Wednesday |          | Thursday | Friday |
|--------|----------|----------|-----------|----------|----------|--------|
| Purple | In-Class | In-Class | In-Class  | Remote   | Remote   | Remote |
| Gold   | Remote   | Remote   | Remote    | In-Class | In-Class | Class  |

### 7th Grade:

- A-K- Purple
- L-Z- Gold

### 8th Grade:

- A-K- Purple
- L-Z- Gold

### Remote Learning Grades 7-12

Secondary students may spend 3-4 hours working with academic material. This time may be used to complete work in one session, or several sessions depending on their learning style and device availability. The building principal and subject-area teachers will provide more details.

- Teachers will use Google Classroom, Google Meet/video conferencing as the primary method of providing instruction to students, whether synchronous (live) or asynchronous (recorded)
- This time can be used for teachers to support the continuity of learning for our secondary students
- The time with teachers is meant for class-wide projects, meetings, discussions, feedback about previously posted material and other opportunities for student-teacher collaboration to support new learning for content/grade level standards
- Teacher will make every effort to reply to inquiries within 24 hours

- The schedule below lists times that teachers will be available for interactions/instruction with students:
- Extra Help Sessions will be provided to students every other day for 40 minutes.

| 7-12 REMOTE Instructional Model |                   |                    |                      |                     |             |             |
|---------------------------------|-------------------|--------------------|----------------------|---------------------|-------------|-------------|
| Time                            | Monday<br>(A Day) | Tuesday<br>(B Day) | Wednesday<br>(A Day) | Thursday<br>(B Day) | Friday<br>A | Friday<br>B |
| 7:45-8:00                       | Advisory          | Advisory           | Advisory             | Advisory            | Advisory    | Advisory    |
| 8:00-8:40                       | Period 1          | Period 6           | Period 1             | Period 6            | Period 1    | Period 6    |
| 8:42-9:22                       | Period 2          | Period 7           | Period 2             | Period 7            | Period 2    | Period 7    |
| 9:24-10:04                      | Period 3          | Period 8           | Period 3             | Period 8            | Period 3    | Period 8    |
| 10:06-10:46                     | Period 4          | Period 9           | Period 4             | Period 9            | Period 4    | Period 9    |
| 10:48-11:28                     | Extra help        | Extra help         | Extra help           | Extra help          | Extra help  | Extra help  |
| 11:30-12:30<br>Office Hour A    |                   |                    |                      |                     |             |             |
| 12:00-1:00<br>Office Hour B     |                   |                    |                      |                     |             |             |

#### D. Special Education & English Language Learners

The Greenport School District will make every effort to ensure that programs and support for students with disabilities and English Language Learners conform to the requirements of the federal Individuals with Disabilities Act(IDEA), NYS Commissioner Regulations Part 200, Education Law §3204 and Part 154. As a result of concerns related to health and safety of students and teachers, some services may be delivered through different methodologies. Parents may request a CSE meeting or meeting with the ELL Coordinator to discuss the best way to implement a student's IEP to better meet the needs of students.

- If parents are unable or unwilling to access the building, meetings can be done virtually
- Referrals will continue to be processed in compliance with CR Part 200 Regulations
- The district will make every effort to provide support to and engage the families of our Special Education and ELL students