



 **DUNKIRK** CITY SCHOOL  
DISTRICT

**HOME OF THE MARAUDERS**

# Districtwide Safety Plan

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**(SAFE SCHOOLS AGAINST VIOLENCE IN EDUCATION)**  
**as required by Commissioner's Regulation 155.17**

**INTRODUCTION**

Emergencies and violent incidents in school districts are critical issues that require comprehensive planning and training. The New York State Safe Schools Against Violence in Education (SAVE) law requires school districts to develop a school safety plan to prevent or minimize the effects of serious violent incidents and natural/manmade disasters and to facilitate the coordination of state, 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 building-level safety plans required at the school building-level. 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. Together, these plans are intended to provide the means for each school district and all the buildings in the District to respond to acts of violence and other disasters through prevention, intervention, emergency response, and management.

The Dunkirk City School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent encourages and advocates on-going District-wide cooperation and support of Project SAVE.

**SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES**

**A. Purpose**

The Dunkirk City School's District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Board of Education, the Superintendent appoints the District School Safety Committee, which is charged with making recommendations regarding the development, maintenance, and implementation of the building-level school safety plans. The finalization of the plans ultimately rest with the Superintendent, with adoption by the Board of Education each school year.

**B. Identification of School Teams**

The Dunkirk City School District has created a District Safety Committee that includes, but is not limited to, teachers, staff, administrators, school safety personnel, parent organizations, law enforcement, or other first responders. The team is annually appointed by the Board of Education. The Chief Emergency Officer for the district is the Director of Facilities, Timothy L. Abbey. The members of the team and their positions or affiliations are as follows:

<b>NAME</b>	<b>BUILDING</b>	<b>POSITION</b>
Michael Mansfield	Administration	Superintendent
Tim Abbey	Administration	Director of Facilities, Chief Emergency Officer
Kristan Mackiewicz	Administration	Director of Communications, Equity Initiatives & Engagement
Valarie Csont	School #4	Dunkirk Teachers Association Representative
Sarah Crane	School #3	Dunkirk Teachers Association Representative
Tina Curry	School #5	Dunkirk Teachers Association Representative
Nikki Dispense	Administration	Director of Health Related Services
Brian Crawford	Intermediate School	Dunkirk Teachers Association Representative
Connor Aitcheson	Secondary School	Dunkirk Teachers Association Representative
Sal Flores	District-wide	CSEA Representative
Ken Kozlowski	Board of Education	Board of Education Representative
Lucas Catalano	Board of Education	Board of Education Representative
Matt Christopher	District-wide	School Resource Officer
Angie Penhollow	School #7	School #7 Representative
Stephanie Berghold	Intermediate School	Intermediate School Representative
Josh Tedone	Secondary School	Secondary School Representative

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

The District-wide School Safety Plan is directly linked to the individual plans for each building. Protocols reflected in the district-wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response Plans.

In the event of an emergency or violent incident, the District's Incident Command Team will initially respond to all emergencies at an individual school. Upon the activation of this team, the Superintendent, or his/her designee, will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols when needed. Local emergency officials can play an important role in managing response actions in emergency situations, using their expertise and experience to supplement efforts.

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

The Dunkirk Board of Education shall make the District-wide and Building-level School Safety Plan available for public comment at least thirty (30) days prior to its adoption, provided that only a summary of each Building-level Emergency Response Plan shall be made available for public comment. Such District-wide and building-level plans may be adopted only after at least one (1) public hearing that provides for the participation of school personnel, parents, students, and any other interested parties.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department (NYSED) within 30 days of this adoption.

The commissioner's regulation also requires that this plan be reviewed by the District School Safety Committee on an annual basis on or before July 1 of each year and recommendations for updates be provided to the Superintendent. Hereinafter, all updates made by the District Safety Committee shall be presented to the Board of Education for adoption pursuant to the aforementioned regulations by September first. In most cases, recommendations are specific and included in building-level plans. A copy of the District-wide Safety Plan is available at the Dunkirk City School District Office, 620 Marauder Drive, Dunkirk New York and online at the district's website [www.dunkirkcsd.org](http://www.dunkirkcsd.org). While linked to the District-wide School Safety Plan, building-level safety plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with New York State Education Law Section 2801-a. Building-level safety plans and all updates are given to the New York State Police and the Chautauqua County Sheriff's Department within 30 days of adoption.

## **Section II: General Emergency Response Planning**

The District-wide School Safety Plan provides the framework for the building-level safety plans. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses will provide one cohesive response system that will be used by all school employees, students, parents and emergency responders. This is particularly beneficial as students move from elementary to middle / high school, and as full-time, part-time, and substitute employees travel among the schools.

The District School Safety Committee has identified factors that could cause an emergency in our schools and facilities that need to be considered when responding to an emergency. The detailed list of potential internal and external hazards or emergency situations is included in the confidential Building-level Safety Plans.

### **A. Identification of Potential Emergency Situations (on and off school property):**

Lists of areas on school property that have the potential to create an emergency situation have been identified. This list and floor/site plans have been created for reference and awareness. This list is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on District facilities or District boundaries should they have or create an emergency, such as natural gas lines, fuel tanks and chemical storage. The detailed list and floor plans are included in the confidential Building-Level Safety Plans and are updated on an annual basis.

The District School Safety Committee, in conjunction with the Dunkirk City Police, Chautauqua County Sheriff's Department, Dunkirk Fire Departments, and other city officials, have identified potential emergency situations off of school property that could have an impact on the district. Factors that were considered include population, presence of hazardous materials, potential for emergency based on geographical potential and/or national trends and proximity to district property, such as thruway, bridges, major intersections, primary routes of hazardous materials. The detailed list is included in the confidential building-level safety plans and is updated on an annual basis.

## B. Multi-Hazard Response Guidelines

**Actions** - Included in the building-level safety plans are actions for handling multi-hazard emergencies that are in compliance with the Incident Command System (ICS). These guidelines include, but are not limited to:

- Initial actions
- Before, during, and after school evacuation including evacuation routes and relocation sites (internal and external)
- Command post location (primary and secondary)
- Shelter in Place
- Hold in Place
- Evacuation
- Lockdown/lockout
- Emergency school cancellations, closing, early dismissal and delays including after- school, evening activities and weekends.

**Emergencies-** The District's protocols are kept confidential to protect the safety of our students and staff. The details of each protocol are found in the Building-level Emergency Response Plans. These include, but are not limited to, the following Multi-hazard Response Guidelines:

- Air Pollution
- Anthrax/Biological
- Aviation Crash
- Building. Structural Failure
- Bomb Threat
- Civil Disturbance
- Crimes Against People
- Earthquake
- Electric System Failure
- Epidemic
- Explosion
- Fire Alarm Activation
- Flood
- HAZMAT on & off-site
- Heating System Failure
- Hostage Situation
- Intruder Situation
- Energy Supply Loss
- Mass Casualty
- Medical Emergency/Suicide/Attempted Suicide
- Natural Gas Leak
- Radiological
- School Bus Accident



- Severe Weather Emergency
- Threats of Violence
- Toxic Exposure
- Water/Sewer Emergency
- Prisoner Escape

**Resources** - The District has identified various resources that may be available for use during an emergency, including: the identification of personnel via school building teams; use of Incident Command System (ICS); a list of volunteer faculty/staff trained in first aid, CPR and AED use; master list of all vehicles in the Transportation Department; building floor plans/maps with shut-offs and potential hazards noted; American Red Cross sheltering agreements; and designated shelter sites with backup shelter sites.

**Incident Command System (ICS)** - The District has identified school personnel authorized to make decisions during an emergency. Through ICS, the procedures to coordinate the use of District resources and manpower during emergencies are clearly defined. ICS identifies the staff members and their backups assigned to provide assistance during emergencies. This document is given only to the Incident Command Team, the New York State Police, Dunkirk Police Department, Dunkirk Fire Department, and the Chautauqua County Sheriff's Department. The team details are located in the confidential building-level school safety plans. The Incident Command Team has been given an overview of the ICS, an ICS flow chart and specific ICS roles and responsibilities.

**Policies and Procedures for Training** - The District has developed policies and procedures for National Incident Management System (NIMS) Compliant annual refresher school safety training for staff and school safety training and drills for students including scenarios based upon the Multi-hazard Response Guides. Procedures have been established to provide this training on an annual basis to include but not limited to: early dismissal/go home drill, fire drills, tornado drills, lockdown drills and table top exercises. Faculty and staff are encouraged after each drill to email school administrators with any comments or concerns regarding how the drill was conducted. Building-level school safety teams will debrief after each drill to identify what worked and what needs to be improved upon. Building safety teams as well as the District Safety Committee will meet a minimum of four (4) times during the school year. School administrators will also address any concerns or questions noted and share them either in written form or in faculty/staff meetings. District administrators and principals will meet to discuss any reports of multi-hazard training, actual and potential hazards and/or violence (implied threats, direct threats and/or actual acts of violence). The discussions are the key to debriefing as a district. Actions and procedures that are carried out successfully are verified and areas in need of improvement are noted as needed. This level of district awareness assists each principal and administrator in responding to future training, actual emergency responses and implied threat, direct threats and/or actual acts of violence.

The District conducts drills and other training exercises to test components of the safety plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials. The District administrators and building-level teams participate in tabletop exercises with local responders. Schools that have multiple floor levels also prepare and practice a non-ambulatory emergency evacuation plan.

The District will conduct emergency management drills and exercises annually including, but not limited to:

**EVACUATION AND LOCKDOWN DRILLS.** Evacuation and lockdown drills will be conducted during school days in each school within the District with staff and students twelve (12) times annually (September – June). The first eight (8) drills are conducted prior to December 31st of each school year. Six (6) of all such drills shall be evacuation drills. Four (4) of all such required drills shall be lockdown drills with two (2) of these drills being held between September 1st and December 31st. Prior to the first annual drill, staff shall review emergency response procedures and drill requirements with students during class time. Students are also provided the opportunity to ask questions on any procedure that they are not clear on. The appropriate Fire Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding effective building evacuation in the event of a fire. Four of the required drills must be through use of the fire escapes on buildings where fire escapes are present or through the use of identified secondary means of egress. The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the lockdowns drills and offer feedback regarding the effectiveness of these drills. Drills shall be conducted on dates as well as days of the week and times of day with at least one of the eight required evacuation drills occurring during a mass gathering event such as lunch or assemblies. Instruction in drill procedures, including during lunch periods and assemblies, is conducted annually by staff. At least two additional drills must be held during summer school in buildings 39 where summer school is conducted, one must be held during the first week of summer school. 40 Unplanned evacuations or false alarms do not count as a required drill. Evacuations made necessary by the unplanned activation of the fire alarm system or by any other emergency shall not be substituted for a required evacuation drill.

Drills conducted during the school day with students present shall be conducted in a trauma-informed, developmentally, and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency. The New York State Fire Code requires that the fire alarm be used in an evacuation drill, and it is not considered a prop. At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Provided, however, that students and staff shall not be informed in advance of evacuation drills.

## Section III: Responding to Threats and Acts of Violence

**A. Policies and Procedures** - The District will activate their Incident Command Team and will refer to their Building-level Safety Plan and the Emergency Response Flipchart. These guides are reviewed by the District School Safety Committee to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero- tolerance policies for school violence.

**Note:** the District has specific detailed plans, which will not be publically shared in this document.

The following types of procedures are addressed in the confidential building-level safety plans:

- Contact the appropriate law enforcement agency, if necessary.
- Inform the building principal and Superintendent.
- The use of staff trained in de-escalation or other strategies to diffuse the situation. Informing the building principal of implied or direct threats.
- Determine the level of threat with the principal and Superintendent/designee.
- Monitoring the situation, adjusting the district's response as appropriate to include possible implementation of the safety team.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- If necessary, initiate lockout and/or lockdown procedure(s) and contact appropriate law enforcement agencies.
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
- Communication with parent/legal guardian, and general public, as needed.

*NOTE: The Dunkirk City School Code of Conduct also describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school. The district's code of conduct also supports school safety and security. The code of conduct is pursuant to the district's safe and drug-free schools policy and the no weapons policy.*

**B. Response Protocols** - These are identified in the Building-level School Safety Plan, along with definitions of Incident Command roles and responsibilities. The Emergency Response Flipcharts or spread sheet address specific procedures and protocols for responding to fire alarms, lockout, evacuation, lockdown, shelter in place, Class I, II, III behaviors, defibrillators, anthrax/chemical threat, assault/fight,

weather emergency, transitional hold, hazardous materials, weapons, bomb threat, prisoner escape, and general emergencies not listed including:

- Identification of decision-makers.
- All administrators, faculty and staff have an Emergency Flip Chart. This chart outlines what actions to take and who to notify during an emergency situation. This chart is reviewed and updated on an annual basis by the administration and the District Safety Committee.
- Plans to safeguard students and staff.

C. **Communications Protocols** - The District has established policies and procedures to contact parents, legal guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. The Dunkirk City School District will use the following communication methods:

For small-scale incidents, schools may activate their Crisis Team and will refer to their crisis intervention plan. Depending on the incident, school personnel may directly call the parents/legal guardians of all students directly impacted. All other parents/legal guardians will receive an informational notification via the District website, a staff/parent notification system call or written notification sent home. Meetings may be scheduled in a timely manner for further discussion if necessary.

For any major incident, the Incident Command Team will be activated. The District will work with the media (TV, radio, newspaper), website, social media and the staff/parent notification system to relay pertinent school related information (i.e. how and where parents can be reunited with children, etc.). Community meetings and/or press conferences may be scheduled in a timely manner to discuss the particulars of the incidents and the District's response.

#### **Section IV: Communication with Other Agencies**

The District-wide School Safety Plan provides the framework for the Building-level Safety Plan with regard to communication with other agencies.

##### **A. Coordination with Emergency Services**

In case of an emergency within any one of our buildings, that facility would dial 911 for emergency assistance. If involvement were needed from other local government agencies, then the Superintendent or their designee would act as that contact person. Additional procedures for communications can be found in the building-level safety plans. The following examples are the types of arrangements that could be used by the District:

- Principal (building-level Incident Commander or backup Incident Commander) or Superintendent (district wide Incident Commander or backup Incident Commander) in an emergency would contact the dispatch center for fire, EMS, or police by calling 911.

- Principal (building-level Incident Commander or backup Incident Commander) or Superintendent (District-wide Incident Commander or backup Incident Commander) contacts the highest-ranking local government official for notification and/or assistance.
- The Superintendent would contact the Erie 2 BOCES District Superintendent to notify other districts if their response or action is needed.

## **B. Obtaining Advice and Assistance**

Arrangements for obtaining advice and assistance from local government officials including town officials responsible for implementation of Article 2-B of the Executive Law will be carried out through the protocols established in the district's emergency response plan. The following are examples of the types of arrangements that could be used by the District during county-wide emergencies:

- The District has identified resources from the following agencies:
  - Dunkirk Fire Department
  - Dunkirk Police Department
  - Chautauqua County Health Department
  - American Red Cross
  - New York State Police
  - Chautauqua County Sheriff's Office
  - Chautauqua County Department of Mental Health
  - Erie 2 BOCES Health/Safety/Risk Management Office
  
- If the emergency is within the school district boundaries and has the potential to impact the surrounding community, the Superintendent or designee will notify the appropriate town officials (ex: highway dept., town supervisor, and/or Dunkirk offices).

## **C. Bus Transportation**

If there is an emergency within the District that has the potential to impact bus transportation capabilities either to or from other educational agencies within the District boundaries, the Dunkirk CSD Director of Transportation, in close coordination with the superintendent/designee, will activate their process to inform all necessary parties.

**In the event the phones are not operational, social media (Facebook, radio, television and District website) may be utilized to convey the pertinent emergency information.**

Along with the staff/parent notification system, the District has access to the following information about each educational agency located in the school District, including information on:

- School population

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

The details are considered confidential, due to the school specific information and administrators home phone numbers, and are located in the confidential building-level safety plan.

## Section V: Prevention and Intervention Strategies

- A. **Security Measures and Procedures** - The District procedures require the following: visitor sign-in and visitor tags (during regular school hours) utilizing our Raptor® visitor management system, single point of entry, buzz-in door surveillance systems, fingerprinting of employees, volunteer screening, and employee photo I.D. badges. Video surveillance and security intrusion systems are also used to improve security on the outside perimeter of the building.
- B. **Security Policies** - To further enhance school security and student, faculty and staff safety, the District has the following policies in place:
- Child Abuse and Neglect/Maltreatment #7530
  - Code of Conduct on School Property - #3410
  - Dignity for All Students - #7560
  - Prohibition of a Weapon on School Grounds - #3411
  - Threats of Violence in Schools - #3412
  - Visitors to the School - #3210
  - Code of Ethics for all District Personnel- #6110
  - Drug-Free Workplace - #6151
  - Drug-Free Workplace Act - #6150
  - Emergency Closings - #3510
  - Fingerprinting of School Hires - #6170
  - Fire Drills, Bomb Threats and Bus Emergency Drills - #5683
  - School Safety Plans and Teams - #5681
  - Child Abuse in an Educational Setting - #7530
  - Violent or Disruptive Incident Reporting - #3430
  - Non-Discrimination / Anti-Harassment in the School District - #3420
- C. **Identification of Warning Signs** - The Dunkirk City School District has implemented procedures for the dissemination of materials regarding the early detection of potentially violent behaviors (threat assessment) when deemed appropriate. The District employs school counselors and psychologists/behavioral specialists who assist the district in identifying early warning signs in students and early intervention/prevention strategies. Designated personnel also play a key role in suicide prevention programs.
- D. **Appropriate Prevention and Intervention Strategies**
- Collaborative efforts with state and local law enforcement officials.
  - Compliance with Dignity for All Students Act (DASA) regulations.
  - Non-violent conflict resolution training programs (CPI).
- E. **Prevention and Intervention Programs** - Strategies for improving communication among students, between students and staff and the reporting of potentially violent incidents. Highlights of the major programs are noted below (not all inclusive):

**Elementary Schools PK-2(3,4,5,7) / Intermediate School 3-6:**

- Elementary Rights and Expectations – Provided in written form in the Student Code of Conduct.
- Counselor – Group setting “Character Education”.
- Social Worker Office – discusses social emotional needs with students and coordinates outside services as needed.
- Instructional Support Team (to include the Principal, Psychologist, specific teachers, the Committee on Special Education Chairman, School Counselors and School Nurse) meets regularly to discuss students who are referred by members of the committee of teachers. Specific interventions are developed and staff are assigned to monitor progress.
- Progressive Discipline Process - Teachers discuss behavior with students, communication with parents/legal guardians and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the Principal to discuss the behavior and its consequences.
- School-wide approach to appropriate behavior – PBIS, RTI, Safe and Civil Schools, PAX

**Middle / High School (Grades 7-12):**

- MS/HS Rights and Expectations – Provided in written form in the Student Code of Conduct and in Principal meetings by grade level.
- Counselor Office - discuss study/organizational skills, goal setting, interim/report card grades, strategies for improving grades/attitudes, learning styles, getting along with others and related topics that concern a student and/or parents.
- Social Worker Office – discusses social emotional needs with students and coordinates outside services as needed.
- Opening Assemblies – Code of Conduct and Character Education Multimedia Presentations
- Instructional Support Team (to include the Principal, Psychologist, specific teachers, the Committee on Special Education Chairman, School Counselors and School Nurse) meets regularly to discuss students who are referred by members of the committee of teachers. Specific interventions are developed and staff are assigned to monitor progress.
- Progressive Discipline Process - Teachers discuss behavior with students, communication with parents/legal guardians and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the Principal to discuss the behavior and its consequences.
- Extracurricular Activities - There are extensive opportunities for students to become involved in productive, fun activities before and after school.



- Interact Club – To be created during this school year (HS) to promote pride and service to school and community.
  - School-wide approach to appropriate behavior – PBIS, RTI, check and connect, character education, Safe and Civil Schools
  - Prevention and Intervention Training** - As required by the SAVE legislation, all employees are fingerprinted and have a criminal background check via the NYS Education Department.
- Appropriate personnel are trained in:**
- Crisis Intervention and Prevention, Behavioral Intervention and De-escalation Strategies. Dunkirk City School District encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, and teachers or any other mentor without fear of retaliation. This is communicated to all students at the beginning of the school year and periodically throughout the school year as appropriate.
  - It is the District's policy to fully comply with all applicable safety standards and laws and specifically to be in compliance with Commissioner of Education Regulation 155.17 including the requirement to have multi-hazard training for staff and students. The best way to train students and staff on emergency response procedures so that they are prepared for multi-hazards is through annual drills and exercises in each school building. Based on the determination of the District Wide Safety Committee, the following methods may be used and, if so, will be documented on the Report of Mandated Drills form, which is part of the Building-Level School Safety Plan. **Note:** the District has specific detailed plans, which will not be publically shared in this document.
    - Early Go-home drill
    - Live drill including sheltering, evacuation, hold in place, lockout, lock-down
    - Live drill for specific responses (i.e. bomb-threat, etc.)
    - Table top exercises - During these problem solving exercises a team meets to discuss emergency scenarios and work through possible problems that might occur. They determine how to resolve these issues, thereby addressing and eliminating potential problems before an emergency occurs.
    - Emergency Response Team exercises - These drills test whether team members are clear on their roles during an emergency without staging a live drill of the entire building.
  - The plan includes policies and procedures for annual multi-hazard training for staff and students presented by September 30th each year:

- Roles and Responsibilities for staff in a hazardous situation
- Incident Command System (ICS) Training
  
- At a minimum, the school will conduct the following exercises/drills annually:
  - Section 807 of the Education Law mandates that pupils must receive instruction on how to RESPOND APPROPRIATELY in the shortest possible time without confusion or panic. The instruction must be in the form of drills and there must be a minimum of 12 drills each school year.
  - Eight of all such drills shall be evacuation drills,
  - Four of which shall be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress.
  - Four of all such required drills shall be LOCK DOWN drills. • Drills shall be conducted at different times of the school day.
  
- The 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 invites local agencies to participate in and to help evaluate exercises. These agencies include but are not limited to local Police and Fire Departments, county and state Police Departments, Rescue and Ambulance Services, and Local Emergency Management Offices. The District Incident Command Team debriefs and analyzes these drills to help improve responses in the future.
  
- Annual training is also given at each school building on its Building-level Emergency Response Plan, including: how to summon assistance in the event of an emergency; special procedures for bomb threats, hostage-taking, intrusions and kidnapping; post-incident procedures including medical follow-up and the availability of counseling and referral. The District must certify to the commissioner that all staff have undergone annual training on the emergency response plan, and that the school safety training includes components on violence prevention and mental health. Such training may be implemented and conducted in conjunction with existing professional development and training; provided however, that new employees hired after the start of the school year shall receive training within thirty days of such hire or as part of a district's existing new hire training program, whichever is sooner.

**Implementation of School Security**

The District School Safety Committee, led by the Superintendent or Designee, includes a Safety Representative from grades k-2, 3-5, 6-8 and 9-12, as well as someone from each bargaining unit. It meets to make recommendations to the Administration on school security issues.

Appropriate school building security measures and procedures are determined on an ongoing basis by the Administrators in conjunction with the District School Safety Committee.

**Security measures currently include:**

- Employees are required to wear picture IDs, provided by the district.
- Signs directing visitors to the main office or reception desk in all buildings.
- Sign-in/sign-out stations with procedures, including the distribution of and requirement for each visitor to wear a visitor's badge, at the main office (reception area) of the Middle/High School and the Intermediate/Elementary Offices (the Raptor System).
- Video surveillance and intercoms at entrances with locked doors and buzz-in system.
- Perimeter doors other than main entrances are kept locked.
- Outdoor video surveillance cameras in use.
- Trained Crisis Teams in place are activated as needed.
- Installation of Alarm System in Buildings to alert staff of an emergency situation.
- Contractors will wear appropriate (picture preferred) IDs or Raptor Badges
- School Resource Officer (SRO) as a resource for students and staff. (See Duties of SRO)
- Random building searches, as deemed necessary.
- Other methods as deemed necessary based on a constant review of current practices.
- Not all security measures are implemented in every location. Measures are applied as determined by the needs of the building.

**Duties of the School Resource Officer:**

The SRO is an officer first and is sworn to uphold the law. The SRO is not a school disciplinarian nor invited to intervene in school administration, unless a crime is expected to have been committed.

School discipline is the responsibility of the school administrator. The School District will have a signed Memorandum Of Understanding (MOU) with either the city, village or town Police Department to provide the SRO to the School District. The MOU will be kept on file in the Superintendent's Office.

- The SRO will assist the school administration in maintaining a safe and secure environment.
- The SRO and the school principal will formulate plans and strategies to prevent and/or minimize dangerous situations that might occur on campus.
- Abide by school board policy, New York State Education Law, and all other New York State Law governing conduct of a police officer
- The SRO will provide a highly visible presence to deter or identify trespassers on campus.
- Provide a program of educational leadership by acting as a guest speaker in addressing tobacco, alcohol, and other drug issues, and in addressing violence diffusion, and violence prevention, and safety issues in the school community
- Act as a communication liaison with law enforcement agencies and provide basic information concerning students on the campus served by the officer
- Present programs to parents on issues related to tobacco, alcohol, and other drugs, violence prevention, and safety
- Provide informational in-series for staff on issues related to alcohol and other drugs and the law, violence, gangs, safety, and security
- Gather information regarding potential problems such as criminal activity, gang activity and student unrest, and attempt to identify particular individuals who may be a disruptive influence to the school and/or students
- Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practical, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under the authority of the law. Whenever practicable, the SRO shall advise the principal before requesting additional police assistance on campus.
- Refer students and/or families to the appropriate agencies for assistance when need is determined.
- The SRO shall not act as a school disciplinarian. However, if the principal believes an incident is a violation of the law, the

principal may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate.

- The SRO can perform other duties as may be mutually agreed upon in writing by both the local Police Department and the District.
- To counsel students in special situations when requested by the principal, student, or parent
- To investigate criminal activity on or around school property
- To assist other officers with outside investigations relating to students
- To provide security at school events and/or functions of necessary.
- Maintain a professional demeanor at all times in the performance of his/her duty as a School Resource Officer

## **Section VI: Recovery**

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

The District realizes that some emergencies may require district-wide support for an individual school since it may require additional expertise or personnel requirements. If / when the district is faced with threats of violence or actual violent incidents, the Incident Command Team will assist as follows:

- Acting as a sounding board for the building principal/supervisor of implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate responses.
- Monitoring the situation and adjusting the District's response as appropriate.
- Assisting with parent/legal guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security.
- At Leadership Team meetings, threats and/or violent acts are shared and discussed with administrators.

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

The District realizes that some emergencies may require external support for the district since it may require additional expertise or personnel requirements. If/when the District is faced with threats of violence or actual violent incidents, the Incident Command Team will act as follows:

- Sending a team member to each affected school building as a liaison between the school building in the district office.
- The team may involve the school physicians, school nurse, school psychologists or District Office administrative staff as needed. If necessary, additional Chautauqua County or State Police resources can be called upon.
- Continued feedback from those directly impacted is sought. Building and district support is offered during the incident with projected plans to

assist if needed during heightened stressful times such as a reoccurrence of a similar event and anniversaries of the original incident.

- Assisting with parent/legal guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. If needed, assisting in contacting additional outside mental health resources.
- Assisting the schools with the creation of written statements being distributed to faculty/staff, parents/legal guardians; press releases and media requests through the District's public information officer and communications office.

## **Section VII. Post-Incident Actions**

### **A. Investigation**

After an incident has occurred, the Incident Command Team holds a Post-Incident Review Meeting to conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation:

- Collects facts on how the incident occurred. o Records information.
- Identifies contributing causes.
- Recommends corrective action.
- Encourages appropriate follow-up.
- Considers changes in controls, policy and procedures.

### **B. Disciplinary Consequences**

The District has a detailed Code of Conduct to describe the expected behavior of students, staff, and visitors to school buildings and the disciplinary consequences for violations of the Code. It is the basis for determining the appropriate disciplinary consequences that may be necessary. The Code is communicated to all students/staff and parents and serves as a major component of our violence prevention program. The District Code of Conduct is evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the District Code of Conduct is available to students, parents, staff, and community members from the District Office or the District's website.

### **C. Evaluation**

The Incident Command Team members are responsible to conduct an initial school building security analysis regarding the potential for a violent incident to occur and periodically reevaluate it. These evaluations focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals may be utilized from local law enforcement and private consultants, as necessary. The results of these analyses are reviewed for further evaluation and recommendations. The success of the District's Incident Command Team will be greatly enhanced by the ability to document and accurately report on various elements of the program along with training staff on the plan. This allows us to monitor its effectiveness and update the program as necessary.

## Section VIII. Buildings covered by the district safety plan.

### DUNKIRK CITY SCHOOL – VITAL EDUCATIONAL DISTRICT INFORMATION

Building-level Emergency Response Plans contain vital information within the Building Information Report section, such as school population, number of staff, transportation needs, and telephone numbers of key education officials needed to implement the safety plan. Dunkirk District Administration maintains copies of this information.

#### BUILDINGS COVERED BY THE DISTRICT SAFETY PLAN

<b>Building Name</b>	<b>Address</b>	<b>Contact Name</b>
<b>Dunkirk Elementary School #3</b>	<b>742 Lamphere Street Dunkirk, NY 14048</b>	<b>Principal Kisun Peters (716-366-9300 Ext. 4340)</b>
<b>Dunkirk Elementary School #5</b>	<b>117 Brigham Road Dunkirk, NY 14048</b>	<b>Principal David Boyda Danielle Russell (716-366-9300 Ext 4500)</b>
<b>Dunkirk Elementary School #7</b>	<b>348 Lake Shore Drive Dunkirk, NY 14048</b>	<b>Principal Angie Penhollow (716-366-9300 Ext. 4700)</b>
<b>Dunkirk Intermediate School, Grade 3-6</b>	<b>525 Eagle Street Dunkirk, NY 14048</b>	<b>Principal Kimberlee Texter (716-366-9300 Ext. 3380)</b>
<b>Dunkirk Secondary School, Grades 7-12</b>	<b>75 West Sixth Street Dunkirk, NY 14048</b>	<b>Principal Josh Tedone\Mike Brown (716-366-9300 Ext. 2100)</b>



## **Section IX. EMERGENCY REMOTE INSTRUCTION**

### **OVERVIEW**

The District may offer eLearning days to students in the event of an emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

When making decisions about remote instruction, the District will consult with students, parents, teachers, administrators, community members, and other stakeholders, as appropriate. When implementing remote instruction, the District will ensure that it is complying with applicable teaching and learning requirements.

### **DEFINITIONS**

- A. "Asynchronous instruction" means instruction in which students engage in learning without the direct presence (remote or in-person) of a teacher.
- B. "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials; the student to teacher interaction occurs via telephone or other audio platforms.
- C. "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, and there is regular and substantive daily interaction between the student and teacher.
  - a. Remote instruction will encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.
  - b. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.
- D. "Synchronous instruction" means instruction in which students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

### **REMOTE INSTRUCTIONAL SUPPORT**

As necessary, the District will provide instruction on using remote instruction technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote instruction experience.

## **FORMATS AND METHODS OF REMOTE INSTRUCTION**

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not limited to:

- ★ the number of students involved
- ★ the subject matter
- ★ the students' grade levels
- ★ technological resources of both the District and students

1. *A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and*

Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners. Each school's Building-level Emergency Response Plan will contain this confidential information in the Continuity of Instruction Plan (COIP) section.

## **INSTRUCTIONAL OPTIONS**

2. *Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;*

The District may engage students in synchronous and asynchronous learning on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.

## **COMPUTER AND CONNECTIVITY ACCESS FOR STUDENTS**

3. *Policies and procedures to ensure computing devices will be made available to students, or other means by which students will participate in synchronous instruction*
4. *Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity*

The District will ensure that students have the necessary equipment at home to participate in remote learning. No later than June 30th of each school year, the Superintendent will report to the Commissioner of Education the results of the survey on student access to computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner. The information received from the survey will aid in the development/updates to the detailed Continuity of Instruction Plan in each school's Building-level Emergency Response Plan.

The District provides every student with access to a laptop computer. Should the District enter into remote learning, these devices will be made available for students to take home. The District has conducted surveys which indicate that most students have internet access in their home, however, for those who do not have internet activity in their home, several options are available:

- ★ Mobile hotspots are available on a limited basis for students who need connectivity
- ★ External wireless connections will be made available outside district buildings and inside buildings if access is safe and allowed during the emergency situation
- ★ The Dunkirk Library has internet connectivity

5. *A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;*

When remote instruction by digital technology is unavailable, appropriate special accommodations for students will be made to aid their learning. This will include, but is not limited to:

- ★ Provision of paper, hardcopy materials
- ★ In person home tutoring assistance if access is safe and allowed during the emergency
- ★ In person instruction in a district or community building if access is safe and allowed during the emergency

## **MINIMUM INSTRUCTIONAL HOURS**

6. *For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for state aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.*

Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. The Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day, and that the District was in session and provided remote instruction on that day, and indicate how many instructional hours were provided on that day, and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.

### **COMPLIANCE WITH DISTRICT POLICIES , PROCEDURES & CODE OF CONDUCT**

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the Code of Conduct at all times while engaged in remote instruction. Violations of the Code of Conduct and/or engaging in prohibited conduct may result in disciplinary action as warranted.

### **PRIVACY AND SECURITY OF STUDENT AND TEACHER DATA**

The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote instruction technologies in compliance with law, regulation, and District policy. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, de-identifying data, and using encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

# APPENDICES

## APPENDIX A Emergency Telephone Numbers:

<b>TO REPORT SUSPICIOUS ACTIVITY CALL:</b>	<b>911 or 1-866-SAFE-NYS (1-866-723-3697)</b>
<b>POLICE - FIRE - MEDICAL EMERGENCIES</b>	<b>716-366-2266</b>
<b>Chautauqua County Offices of Health</b>	<b>716-753-4312</b>
<b>Poison Control Hotline</b>	<b>1-800-222-1222</b>
<b>National Grid Electric</b>	<b>1-800-867-5222</b>
<b>National Fuel Gas</b>	<b>1-800-444-3130</b>
<b>Dunkirk Department of Public Works</b>	<b>716-366-9832</b>
<b>County Offices of Emergency Services</b>	<b>716-753-4341</b>
<b>FBI Field Office - Buffalo</b>	<b>716-856-7800</b>
<b>New York State Police: Troop A</b>	<b>585-344-6200</b>
<b>Department of Homeland Security and Emergency Services</b>	<b>518-242-5000</b>
<b>Chautauqua County Offices of Mental Health Services</b>	<b>716-363-3550</b>
<b>Chautauqua County Suicide Prevention Hotline</b>	<b>1-800-724-0461</b>