Claims Audit Review

Check Run Date: 9/15/2025
Claims Audit Review Date: 9/15/2025

Item:	Infraction:	Corrective Action:
The proposed claim is not for a valid legal purpose.		
Computations on claims are mathematically inaccurate.		
Date on purchase order was after invoice/order date for items purchased.		
Charges are duplicates of items already paid.		
Compares vouchers with purchase orders.		
Vouchers lack proper itemization.		
Claims lack the proper approval by the Administrator.		
Voucher is missing a receipt of the employee who actually receives the materials/equipment for which the claim is made.		
If the purchase exceeds thresholds for quotes, written quotes were not attached.		
Late payment of invoice (more than 30 days).		
Charged to the wrong account number.		
The obligation was not incurred by an authorized district official.		
Includes taxes for which the district is exempt, does not include discounts for which the district is entitled.		
Comments: **All claims submitted in good order**		

The Internal Claims Auditor has conved the warrant of claims to the Treasurer and has certified that the claims are eligible for payment.

Signed: _____
Claims Auditor

Reports issues to the Assistant Superintendent for correction action.
This report is to be used as backup to the written summary of improper claims and how they were resolved to the Board.

Claims Audit Review

Check Run Date: 10/1/2025
Claims Audit Review Date: 10/1/2025

Item:	Infraction:	Corrective Action:
The proposed claim is not for a valid legal purpose.		
Computations on claims are mathematically inaccurate.		
Date on purchase order was after invoice/order date for items purchased.		
Charges are duplicates of items already paid.		
Compares vouchers with purchase orders.		
Vouchers lack proper itemization.		
Claims lack the proper approval by the Administrator.		
Voucher is missing a receipt of the employee who actually receives the materials/equipment for which the claim is made.		
If the purchase exceeds thresholds for quotes, written quotes were not attached.		
Late payment of invoice (more than 30 days).		
Charged to the wrong account number.		
The obligation was not incurred by an authorized district official.		
Includes taxes for which the district is exempt, does not include discounts for which the district is entitled.		
Comments: **All claims submitted in good order**		

The Internal Claims Auditor has conved the warrant of claims to the Treasurer and has certified that the claims are eligible for payment.

Signed: _____
Claims Auditor

Reports issues to the Assistant Superintendent for correction action.
This report is to be used as backup to the written summary of improper claims and how they were resolved to the Board.

Claims Audit Review

Check Run Date: 10/15/2025
Claims Audit Review Date: 10/15/2025

Item:	Infraction:	Corrective Action:
The proposed claim is not for a valid legal purpose.		
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Charges are duplicates of items already paid.		
Compares vouchers with purchase orders.		
Vouchers lack proper itemization.		
Claims lack the proper approval by the Administrator.		
Voucher is missing a receipt of the employee who actually receives the materials/equipment for which the claim is made.		
If the purchase exceeds thresholds for quotes, written quotes were not attached.		
Late payment of invoice (more than 30 days).		
Charged to the wrong account number.		
The obligation was not incurred by an authorized district official.		
Includes taxes for which the district is exempt, does not include discounts for which the district is entitled.		
Comments: **All claims submitted in good order**		

The Internal Claims Auditor has conved the warrant of claims to the Treasurer and has certified that the claims are eligible for payment.

Signed: _____
Claims Auditor

Reports issues to the Assistant Superintendent for correction action.
This report is to be used as backup to the written summary of improper claims and how they were resolved to the Board.

Claims Audit Review

Check Run Date: 11/3/2025
Claims Audit Review Date: 11/3/2025

Item:	Infraction:	Corrective Action:
The proposed claim is not for a valid legal purpose.		
Computations on claims are mathematically inaccurate.		
Date on purchase order was after invoice/order date for items purchased.		
Charges are duplicates of items already paid.		
Compares vouchers with purchase orders.		
Vouchers lack proper itemization.		
Claims lack the proper approval by the Administrator.		
Voucher is missing a receipt of the employee who actually receives the materials/equipment for which the claim is made.		
If the purchase exceeds thresholds for quotes, written quotes were not attached.		
Late payment of invoice (more than 30 days).		
Charged to the wrong account number.		
The obligation was not incurred by an authorized district official.		
Includes taxes for which the district is exempt, does not include discounts for which the district is entitled.		
Comments: **All claims submitted in good order**		

The Internal Claims Auditor has conved the warrant of claims to the Treasurer and has certified that the claims are eligible for payment.

Signed: _____
Claims Auditor

Reports issues to the Assistant Superintendent for correction action.
This report is to be used as backup to the written summary of improper claims and how they were resolved to the Board.

Claims Audit Review

Check Run Date: 11/17/2025
Claims Audit Review Date: 11/17/2025

Item:	Infraction:	Corrective Action:
The proposed claim is not for a valid legal purpose.		
Computations on claims are mathematically inaccurate.		
Date on purchase order was after invoice/order date for items purchased.	PO 696553 dated 10/16, Invoice 10/14. PO 696606 dated 10/30, Invoice 10/16.	Employees advised to make sure PO is submitted prior to ordering goods/services and not use req only
Charges are duplicates of items already paid.		
Compares vouchers with purchase orders.		
Vouchers lack proper itemization.		
Claims lack the proper approval by the Administrator.		
Voucher is missing a receipt of the employee who actually receives the materials/equipment for which the claim is made.		
If the purchase exceeds thresholds for quotes, written quotes were not attached.		
Late payment of invoice (more than 30 days).		
Charged to the wrong account number.		
The obligation was not incurred by an authorized district official.		
Includes taxes for which the district is exempt, does not include discounts for which the district is entitled.		
Comments:		

The Internal Claims Auditor has conved the warrant of claims to the Treasurer and has certified that the claims are eligible for payment.

Signed: _____
Claims Auditor

Reports issues to the Assistant Superintendent for correction action.
This report is to be used as backup to the written summary of improper claims and how they were resolved to the Board.

Claims Audit Review

Check Run Date: 12/1/2025
Claims Audit Review Date: 12/1/2025

Item:	Infraction:	Corrective Action:
The proposed claim is not for a valid legal purpose.		
Computations on claims are mathematically inaccurate.		
Date on purchase order was after invoice/order date for items purchased.		
Charges are duplicates of items already paid.		
Compares vouchers with purchase orders.		
Vouchers lack proper itemization.		
Claims lack the proper approval by the Administrator.		
Voucher is missing a receipt of the employee who actually receives the materials/equipment for which the claim is made.		
If the purchase exceeds thresholds for quotes, written quotes were not attached.		
Late payment of invoice (more than 30 days).		
Charged to the wrong account number.		
The obligation was not incurred by an authorized district official.		
Includes taxes for which the district is exempt, does not include discounts for which the district is entitled.		
Comments: **All claims submitted in good order**		

The Internal Claims Auditor has conved the warrant of claims to the Treasurer and has certified that the claims are eligible for payment.

Signed: _____
Claims Auditor

Reports issues to the Assistant Superintendent for correction action.
This report is to be used as backup to the written summary of improper claims and how they were resolved to the Board.

Lewiston-Porter Central School District

District-Wide School Safety Plan

2025 - 2026 School Year

Revised October 2025

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INTRODUCTION

Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by July 1st for the 2002-2003 through the 2015-2016 school years and by September 1st for the 2016 – 2017 school year and each subsequent September 1st thereafter, a comprehensive District-Wide School Safety Plan and Building-Level Emergency Response Plans regarding crisis intervention and emergency response and management, provided that in the City School District of the City of New York, such plans shall be adopted by the chancellor of the city school district. Such plans shall be developed by a District-Wide School Safety Team and a Building-Level Emergency Response Planning Team, per 8 NYCRR 155.17, as such terms are defined in subdivision (b) of this section, and shall be in a form developed by the commissioner in consultation with the Division of Criminal Justice Services, the superintendent of the State Police and any other appropriate State agencies. Each District-Wide School Safety Plan and Building-Level Emergency Response Plan shall be reviewed by the appropriate school safety team on at least an annual basis, and updated as needed.

GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

Purpose

The **Lewiston-Porter Central School District-Wide School Safety Plan** was developed pursuant to Commissioner's Regulation 155.17. At the direction of the **Lewiston-Porter Central School District Board of Education, the Superintendent of Lewiston-Porter Central School District** appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan.

Identification of School Teams

The **Lewiston-Porter Central School District** has appointed a District-Wide School Safety Team consisting of, but not limited to:

- School board
- Teacher organizations
- Administrator organizations
- Parent organizations
- School safety personnel
- Other school personnel including bus drivers and monitors
- Student*

*At the discretion of the board of education a student may be allowed to participate on the safety team, provided that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall be present when details of a confidential building-level emergency response plan or confidential portions of a district wide emergency response strategies are discussed. CR 155.17(b)(14)

Requirement	Required Action	Date
The District-Wide School Safety Team was appointed by the Board of Education.	Appointed by the Board of Education on:	July 28, 2025
The District Chief Emergency Officer is: Name: Paul J. Casseri Title: Superintendent of Schools Telephone Number: 716-286-7246 Email: pcasseri@lew-port.com	District Chief Emergency Officer Appointed on:	July 1, 2025
The District-Wide School Safety Team conducted annual review and updates to the District-Wide School Safety Plan.	Annual Review and Updates completed on:	April 29, 2025
The District-Wide School Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education. It is recommended that a DRAFT version of the plan be posted on the district website for the 30-day comment period (watermark is suggested).	Public Comment Period Start Date: Public Comment Period End Date:	July 28, 2025 August 25, 2025
At least one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties, was held prior to adoption of the plan.	Date of Public Hearing/Adoption (by September 1st):	July 28, 2025
The District-Wide School Safety Plan must be submitted to the commissioner within 30 days after its adoption, and no later than October 1st.	District plan submitted in the NYSED business portal (no later than October 1st):	Prior to October 1st
The date the Board Adopted District-Wide School Safety Plan was posted on the District Website: Within 30 days from adoption and no later than October 1st.	Date Posted (no later than October 1st): [ADD URL] of District-Wide School Safety Plan on District Website: URL was verified/checked to be sure the link is working	Prior to October 1st
Date training was provided to staff on Building-Level Emergency Response Plans, school violence prevention and mental health by September 15th.	Date of Training:	Prior to September 15th

Concept of Operations

The District-Wide School Safety Plan is directly linked to the individual Building-Level Emergency Response Plan for each of the school buildings. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of the individual Building-Level Emergency Response Plan.

The District-Wide School Safety Plan includes the designation of the school Superintendent or school Superintendent's designee, as the school district's Chief Emergency Officer, who is responsible for coordinating communication between school staff, law enforcement and other first responders.

- The Chief Emergency Officer will ensure that the district-wide school safety team shall complete and update annually and as necessary the district-wide and building-level emergency plans as designated by the commissioner.

- The Chief Emergency Officer shall ensure staff understanding of the district-wide school safety plan.

- The Chief Emergency Officer shall assist in the selection of security related technology and development of procedure for the use of each technology.

- The Chief Emergency Officer shall coordinate appropriate safety, security and emergency training for district and school staff, including required training in the emergency response plan.

- The Chief Emergency Officer shall ensure that the required evacuation and lockdown drills in all district buildings are completed as required by Education Law 807.

- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by that school's Building Principal or Designee.

With authorization from the Building Principal or Designee and or the Superintendent of Schools, local emergency response personnel (fire/police/EMS) shall be notified. If deemed necessary by the Building Principal or Designee and or the Superintendent of Schools, activation of the Building-Level Emergency Response Planning Team shall take place.

Additional local/county/state resources could supplement the district efforts through existing protocols or emergency response actions, including post incident response, may be supplemented by county and state resources through existing protocols.

Plan Review and Public Comment

Pursuant to Commissioner's Regulation, Section 155.17 the statute and regulation requires that each district charter school and BOCES in the state designate a District-Wide School Safety Team.

Alyssa's Law, Chapter 227 of the Laws of 2022 (Chapter 227) which became effective immediately. Chapter 227 amends Education Law § 2801-a to require that district-wide school safety teams of public schools, boards of cooperative educational services, and county vocational education extension boards shall consider the usefulness of silent panic alarm systems when reviewing and amending district-wide school safety plans.

Prior to adoption, the district must hold at least one public hearing that provides school personnel, students, parents and public participation and must be made available for public comment for at least 30 days.

Each district must post their District-Wide School Safety Plan on their district's website. The URL must be submitted to the Education Department within 30 days of adoption, but no later than October 1st of each year via the LEA District Safety Plan URL and information report in SED monitoring to comply with the requirement that the plan be submitted to the commissioner.

The District-Wide School Safety Plan was formally adopted by the Board of Education on June 18, 2001.

The Building-Level Emergency Response Plan shall be reviewed by the Building-Level Emergency Response Planning Team at least annually and updated as necessary and must be adopted by the school board by September 1st. This plan must be kept CONFIDENTIAL. A copy of the plan must be filed with the State Police and local law enforcement within 30 days of adoption, but no later than October 1st each year.

To comply with the requirement to submit to State Police, schools must enter their plans in the Safe Schools Application on the State Education Department Business Portal.

Full copies of the District-Wide School Safety Plan shall be posted on the district's web site or can be requested in writing. The District-Wide School Safety Plan is located in the office of the Superintendent.

The District Chief Emergency Officer is:

Name:	Paul J. Casseri
Title:	Superintendent of Schools
Telephone number:	716-286-7246
Email:	pcasseri@lew-port.com

RISK REDUCTION / PREVENTION AND INTERVENTION

Prevention / Intervention Strategies for Faculty

The **Lewiston-Porter Central School District** continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies may include but are not limited to:

- Compliance with the District's Code of Conduct.
- Will conduct a yearly district-wide "Forum" for the purpose of sharing information, reviewing best practices and providing training from local and National Experts on Safe Schools.
- Strategies for Crisis Intervention and Prevention (SCIP) technique training.
- An Alternative Placement Program for intervention of violent students who cannot function in a regular school environment is operated by BOCES.
- Alternative Education programs are operated by BOCES and address the criteria under the section entitled Early Detection of Potentially Violent Behaviors.
- A Community Intervention Program, composed of children and family services, school districts, law enforcement and professionals from the community, meets and discusses, among other topics, character and civility issues with school officials quarterly.

The **Lewiston-Porter Central School District** encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, 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. The district is committed to the Dignity for All Students Act (DASA).

The **Lewiston-Porter Central School District** is committed to the safety and security of our employees. Workplace violence presents a serious occupational safety hazard to our District, staff, and students. Threats, threatening behavior, or acts of violence against **Lewiston-Porter Central School District** employees where any work-related duty is performed will be thoroughly investigated and appropriate action will be taken, including summoning criminal justice authorities when warranted. All employees are responsible for helping to create an environment of mutual respect for each other as well as students, following all policies, procedures and program requirements, and for assisting in maintaining a safe and secure work environment.

All **Lewiston-Porter Central School District** staff will display identification while on campus or representing the district at a school sponsored function off campus.

All visitors will be issued a temporary identification badge from the main office.

Program Initiatives: Prevention / Students

Non – Violent Conflict Resolution Programs

The **Lewiston-Porter Central School District** will continue to develop a comprehensive K-12 Non-violent Conflict Resolution Program built on existing and evolving programs. These programs are designed for age appropriate integration and consists of the following:

Elementary School Level: Introduce students to creative problem solving, anti bullying, disability awareness, building a caring environment, dealing with everyday pressures, 7 Habits of Happy Kids, Second Step (K-3 PEC), Lancer and Lighthouse Student Leaders (K-5), tolerance and personal safety information is shared during classroom and assembly programs and the Kiwanis of Lewiston program (K-Kids Activity Counsel).

Middle School Level: Provides students with programs that deal with character education development of leadership skills, diversity, antibulling, anger management, conflict resolution, building mutual respect, conflict resolution, personal safety and providing service to school and committee.

After school tutorial program assists students with a safe environment to receive additional assistance.

Builders Club sponsored by the Kiwanis Club of Lewiston helps students build leadership skills and service to the community.

The middle school provides training and assist students through its character/assets development program, its advisory class which provides students with a faculty mentor to assist with problems and through health class and after school clubs.

High School Level: Students receive training in creative problem solving, anger management, mutual respect, conflict resolution, character building, diversity and personal safety. Training is incorporated into health and other class curriculums, through afterschool activities and clubs and through its crisis team that works with at risk students.

Peer Mediation Programs

Elementary School Level: Full time building social workers and principals support conflict resolution and all mediation matters.

Middle School Level: Train peer mediators at 8th Grade Level to work with non-violent student problems. Under the direction of a faculty advisor, students will conduct mediation sessions to de-escalate problems. Students will also act as peace advocates, discussing role-playing and distributing non-violent problem solving information to all middle school grade levels. Web program trains student mentors to facilitate orientation and transition for uneasy students.

High School Level: Train and use student mediators to diffuse student conflicts. A faculty advisor will select students to be members of a consistent group that will diffuse non-violent student problems at the High school level. A key role of this group will be to mentor Middle, Intermediate, and Elementary school students in the use of peer mediation as a problem solving tool.

Extended Day and Other School Safety Programs

The **Lewiston-Porter Central School District** has increased its extended day program to provide a safe environment for after school learning, cultural, and athletic activities. Some of these expanded programs included but are not limited to:

- After school homework labs – to provide extended time and assistance to students to complete home work assignments and develop learning skills and techniques. An Academic Achievement Center was created to assist students with tutoring assistance.

- Intramural sports and modified sport activities in as many areas as possible.

- Clubs / Activities – that provide students with positive character building.

Strategies for Improving Communication Among Students and Between Students and Staff

The **Lewiston-Porter Central School District** has developed various strategies for the improvement of communications among students and between students and staff. A teaching component for all grade levels, elementary, middle, and high school is offered.

At the Middle School level, faculty mentor are assigned to small groups of students to develop communication between staff and students and assist students with problems.

At the High School level selected students attend student leadership programs where they are trained to work with other students on school issues and problems and to work with staff to address those problems.

A care team comprised of teachers works with students, referred to them, who have identified needs.

The **Lewiston-Porter Central School District** encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation by communicating this to all students at the beginning of the school year and periodically throughout the school year as appropriate.

Program Initiatives: Intervention

Peer Mediation, Conflict Resolution, Group Sessions, Community Support Center, De-Escalation Training, Formal School Emergency Plans, School Resource Officer, Liaisons with law enforcement agencies and judicial system, Counseling Program, Communication Plan

Program Initiatives: Post-Intervention

Formal Debriefing Meetings, Liaisons with law enforcement agencies and judicial system, School Crisis Plan, Long-Range Intervention, Formal School Emergency Plans

Training, Drills, and Exercises

The school understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

Training

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhses.ny.gov or by contacting your local emergency management agency.

Annual training

- Review ERP with staff
- Conduct full staff briefings on roles to perform during an emergency
- Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
- Conduct student briefings on roles they perform during an emergency

Drills and Exercises

Training procedures and frequency of lockdown plan drills are discussed at periodic District-Wide and Building-Level Emergency Response Planning Team safety meetings.

At a minimum, the school will conduct the following exercises/drills annually:

Drills and training must be conducted in a trauma-informed, developmentally and age-appropriate manner; drills and training not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and students and staff be informed when a school is conducting a drill.

Section 807 of the Education Law requires that New York State public and nonpublic schools conduct four lockdown and eight evacuation drills each school year. Four of which shall be through fire escapes, where fire escapes are provided. Should the district not have fire escapes, four of the drills shall use an identified use of secondary means of egress.

Drill dates (September 1 - June 30), with at least eight of the required drills being conducted by December 31 of each school year, the remaining four drills shall be conducted by June 30th each school year.

Two additional evacuation drills must be conducted during summer school (July 1 - August 30).

Such drills shall test the usefulness of the communications and transportation system during emergencies.

8 NYCRR Section 155.17 - each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its Building-Level Emergency Response Plans, including sheltering, lockdown, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

The district will conduct an Early Dismissal drill annually wherein students are dismissed no more than 15 minutes before the normal dismissal time. Parents will be notified of these drills at least one week prior. Transportation Officials and District staff may also take place in conducting and evaluation of this drill. This drill also allows the district to test the usefulness of the communications and transportation system during emergencies.

In the case of after-school programs, events or performances which are conducted within a school building and which include persons who do not regularly attend classes in such school building, the principal or other person in charge of the building shall require the teacher or person in charge of such after-school program, event or performance to notify persons in attendance at the beginning of each such program, event or performance, of the procedures to be followed in the event of an emergency so that they may be able to respond in a timely, orderly manner.

Policies and procedures for annual school safety training for students and staff:

- The school board will ensure that information about drills be provided in the teacher's manual or handbook.

- The district must certify (via BEDS in October each year) to the commissioner that all staff received (by September 15 each school year) annual training on the emergency response plan, and that the school safety training include violence prevention and components on mental health;

- New employees hired after the start of the school year shall receive training within 30 days of hire or as part of a district's existing new hire training program, whichever is sooner.

School Security

The **Lewiston-Porter Central School District** is committed to providing a safe working and learning environment at each of its schools. To help ensure the personal safety of staff and students the following has been adopted.

The district buildings use limited points of entry. All doors are locked. Signs are in place directing visitors to sign-in at the reception desk at each school. Main doors are controlled by remote "buzzer" entry during normal school hours.

All schools have greeters or office staff members just inside the entrance to each school in the district. These individuals ensure visitor sign-in procedures and help supervise building traffic flow. The building principals are responsible for supervision of the greeters and other staff.

- Staff members are required to wear visible identification badges.

- Visitors are required to sign in and wear visitor identification.

- Visitor access is limited to specific areas of the school building.

Security Personnel – Safety Resource Officers, Safety Officers, Safety Monitor etc.

A district-wide security patrol will routinely patrol assigned buildings and may be assigned to other schools based on need.

The **Lewiston-Porter Central School District** employs resource officers who are hired by the Town of Lewiston Chief of Police, with input from the Superintendent of Schools and the Assistant Superintendent for Administrative Services. Assigned to the district by the Chief of Police, these officers maintain a security office at Lewiston-Porter Middle School. Their daily duties include overseeing student arrival and dismissal, patrolling the campus, responding to RAPTOR software visitor alerts, coordinating safety and lockdown drills, and organizing drug-dog searches at Lewiston-Porter High School. They are also responsible for maintaining walkie-talkie communication equipment and work closely with building and district administration to address any arising needs across the campus.

Typical work activities of Security:

- Patrols school corridors, stairwells, restrooms, courtyards, entrances, parking lots and other parts of school buildings and grounds to protect persons and property, maintain order and ensure compliance with school rules;

- Inspects corridor passes and other passes when classes are in session and escorts persons lacking passes to the principal's office;

- Welcomes and oversee visitors to the building and directs them to the appropriate school offices or escorts them out of the building if they are not authorized visitors;

- Escorts disruptive or uncooperative students from areas in which they are under teacher supervision to an administrator's office for disciplinary action;
- Provides security at evening or weekend events;

- Inspects lockers and conducts searches for controlled substances or alcohol;

- Provides traffic control, monitors parking permits and investigates transportation discipline issues;

- Acts as security consultant to Administrators and as liaison with courts and law enforcement agencies;

- Maintains records and makes oral and written reports related to the work.

The district routinely utilizes teachers to maintain a presence in hallways during passing times and maintain a presence in the cafeteria and outside the buildings at the beginning and end of school day.

All teachers have received two days of training in violence prevention, de-escalation and intervention. This training is in addition to their annual violence prevention and multi-hazard training.

School Resource Information

Each Building-Level Emergency Response Plan will include the following information:

- School population
- Number of staff
- Transportation needs
- Office, cell, and home telephone numbers of key officials of each educational agency

The Building-Level Emergency Response Planning Teams will ensure that this information is updated routinely and is accurate.

Early Detection of Potentially Violent Behaviors

There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. The more signs a student exhibits, the more likely he/she may need intervention. Such early warning signs may include but are not limited to the following:

- Social withdrawal
- Excessive feelings of isolation
- Excessive feelings of rejection
- Being the victim of violence
- Feeling of being picked on
- Low school interest and poor academic performance
- Expression of violence in writing and drawings
- Uncontrolled anger
- Patterns of impulsive, chronic hitting and bullying
- History of discipline problems
- History of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Alcohol and drug usage
- Affiliation with gangs
- Inappropriate access / use of firearms
- Serious threats of violence

The above comes from the United States Department of Education's "Early Warning, Timely Response" document. This information will be available for all staff relating to early identification of potentially violent behaviors.

Informative materials regarding the early detection of potentially violent behaviors will be made available to teachers, administrators, parents and others in parental relation to students of the school district or board, students and others deemed appropriate to receive such information.

If a teacher or administrator feels help for a student is warranted, it will be discussed with the appropriate school personnel to determine the next step.

Interpersonal violence prevention education packages will be taught as appropriate.

The Superintendent will set specific time for the building principal(s) in conjunction with the **Lewiston-Porter Central School District Professional Development Plan** to organize activities of particular concern.

Hazard Identification of Sites of Potential Emergencies

The **Lewiston-Porter Central School District** has established procedures in the Building-Level Emergency Response Plan for the identification of potential internal and/or external hazards that may be present in them. These procedures have been developed in coordination with local emergency management office personnel, fire department, and law enforcement agencies. They are as follows:

On Site:	**Off Site:**
High School	Creek Road (Front of District Complex)
Middle School	CWM (Chemical Waste Management)
Primary Education Center	
Intermediate Center	
Community Resource Center	
Athletic Fields	

Areas of Potential Emergencies – On Site: for addresses and telephone numbers see the school building information in the Building-Level Emergency Response Plan.

Areas of Potential Emergencies – Off Site: emergencies will be handled by the County Emergency Management procedures.

For detailed Situational Responses – Threat and Hazard Specific Annexes refer to Criminal Offenses, Natural Hazards, Technological Hazards, Fire, Systems Failure, Medical Emergencies, and School Building sections in the Building-Level Emergency Response Plan.

RESPONSE

Notification and Activation of Internal and External Communications

Upon being notified of an emergency, the Building Principal or Designee will contact law or emergency personnel in accordance with stated response protocol and request the closest response agency to ensure that the response to the incident is as rapid as possible.

In an event of an emergency, the Building Principal or Designee will notify all building occupants to take the appropriate protective action. Follow established procedures as listed in the Building-Level Emergency Response Plan.

The district disseminates educational material, including but not limited to emails and formal brochures, encouraging parents and visitors to tell school staff about any direct or implied threat of violence or actual acts of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves.

The following systems may be utilized as forms of communications:

Telephone	District Radio Systems
Intercom	Emergency Alert System
Fax / E-mail	NOAA Weather Radio
Local Media	

Notification of Educational Agencies

In the event of an emergency or disaster within the **Lewiston-Porter Central School District**, the Superintendent or Designee will:

1. Contact Orleans/Niagara BOCES District Superintendent:

   Orleans/Niagara BOCES
   4232 Shelby Basin Road
   Medina, New York 14103
   Phone: 716-731-6800, ext. 2202

2. Contact and act as the communications liaison for the public/non-public Educational Agencies associated with **Lewiston-Porter Central School District**.

The Building-Level Emergency Response Plan also details the appropriate responses for the following:

School Cancellation

- The Superintendent or their designee will monitor any situation that may warrant a school cancellation and will make the determination to do so.
- The Public Information Officer will activate use of the district's mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the district.

Early Dismissal

- The Superintendent or their designee will monitor any situation that may warrant an early dismissal and will make the determination to do so.
- The Operations Chief will designate people to arrange transportation for students.
- The Public Information Officer will activate use of the District's mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.
- The Liaison Officer will notify each of the building principals.

Evacuation

- The Superintendent or their designee will determine the level of the threat.
- The Operations Chief will contact the transportation supervisor to arrange transportation. They will also arrange for student-parent reunification.
- The Safety Officer will clear all evacuation routes and sites prior to evacuation.
- Principal(s) will evacuate all staff and students to prearranged evacuation sites as outlined in building plans. They will report to the Superintendent or their designee any missing staff or students.
- Sheltering Sites (internal and external).
- The Superintendent or their designee will determine the level of the threat and communicate with building principal(s) who are affected by the emergency.
- The Logistics Chief will make appropriate arrangements for human needs in the event of a long-term situation.

Functional Annexes

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School Emergency Operations Plans.

The Functional Annexes within this section, should provide schools with a comprehensive set of guides for responding to and functioning during an emergency. The Building-Level Emergency Response Planning Team should assess and develop annexes to meet the unique needs of each school building.

Functional Annexes provide standard language and procedures, and are intended to be transferable to schools statewide and modifications are not recommended.

- Evacuate / Evacuation
- Shelter / Shelter-In-Place
- Lockdown
- Hold / Hold-In-Place
- Secure Lockout

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The Building-Level Emergency Response Planning Team also recommends that schools complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

Situational Responses - Threat and Hazard Specific Annexes

The district's multi-hazard response plans for taking actions in the following emergencies are included in the Building-Level Emergency Response Plan. In the event of an emergency the Chief Emergency Officer or designee will notify all educational agencies, staff, students, parents/ guardians within their district any pertinent information. They are as follows:

Criminal Offenses

- Bomb Threat
- Telephone / Verbal / Social Media Threats
- Suspicious Packages
- Bomb Threat Response Form
- Civil Disturbance / Prison Break
- Hostage Taking / Kidnapping
- Intrusion
- Suspected Student / Staff / Visitor with a Weapon
- Active Shooter
- Suicide Threat
- Missing Students

Natural Hazards

- Severe Thunderstorm / Tornado
- Winter Storm / Ice Storm
- Hurricane / Tropical Storm
- Flood
- Reservoir / Canal / Dam Failure
- Earthquake

Technological Hazards

- Anthrax / Biological Threat On-Site
- Air Pollution
- Aircraft Crash
- Gas Leak
- Carbon Monoxide Detection (Battery)
- Carbon Monoxide Detection (Wired)
- Hazardous Material Incident – On Site
- Hazardous Material incident – Off Site
- Radiological Incident
- Water Emergency

Fire

- Fire Emergency

Systems Failure

- Building Structure Failure
- Cyber Failure / Computer Loss
- Electrical System Failure
- Heating System Failure
- Extreme Heat Condition
- Sewage System Failure
- Fire Alarm or Phone System Failure
- Transportation Fleet Loss

Medical Emergencies

- School Bus Accident
- Communicable Diseases
- Epidemic / Pandemic

Acts of Violence

The **Lewiston-Porter Central School District** recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building-Level Emergency Response Plan and District Code of Conduct details the appropriate response to such emergencies utilizing the following procedure:

- The threat level will be determined
- If the situation warrants, the immediate area will be isolated and evacuated if deemed necessary
- Administration will be notified
- If necessary, lockdown procedures will be initiated and appropriate law enforcement officials will be notified
- The situation will be monitored and the appropriate response will be adjusted accordingly. If necessary, early dismissal, sheltering or evacuation procedures may be initiated.

Responses to Acts of Violence / Implied or Direct Threats

The school district has adopted policies and procedures dealing with acts of violence and responses to acts of violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the acts of violence. The normal procedures to respond to implied or direct threats of violence will be:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Use of the Districts Workplace Violence Prevention Program Student / Staff / Visitors shall inform building principal of implied or direct threat immediately
- Determine level of threat with Superintendent / Designee
- Contact appropriate law enforcement agency if necessary
- Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team

Arrangements for Obtaining Emergency Assistance from Local Government

During emergencies, local government agencies, including emergency services, can be obtained by contacting the county Emergency Management Coordinator. The Incident Commander will authorize the request for assistance from these agencies.

Niagara County: 911 or 716-438-3171

Procedures for Obtaining Advice and Assistance from Local Government Officials

If the nature of the emergency necessitates advice and/or assistance from local governmental officials, the Incident Commander will notify the county Emergency Management Coordinator at:

Niagara County: 911 or 716-438-3171

and/or the highest ranking local governmental official for obtaining the advice and assistance. The district resources, which may be available during an emergency, include the following but not limited to:

Red Cross	NYS Dept. of Environmental Conservation
Fire Department	NYS Dept. of Transportation
Police	NYS Dept. of Health
Private Industry	Village / Town Officials
Private Individuals	State Emergency Mgmt Office (SEMO)
Religious Organizations	Other

Specific resources are identified in the Building-Level Emergency Response Plan.

District Resources Available for Use in an Emergency

The district has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building-Level Emergency Response Plan as deemed appropriate by the Incident Commander. Specific resources are identified in the Building-Level Emergency Response Plan.

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

The district uses the Incident Command system model for emergency actions. For district-wide emergencies the incident commander will be the Superintendent or his/her designee. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building-Level Emergency Response Plan.

RECOVERY

District Support for Buildings

After a critical incident has occurred, the District is committed to a thorough and comprehensive recovery for students, staff, and families. To achieve this goal, the Post Incident Response Team should consider the following steps:

Step 1: Consult with administrators and others to:
- Determine advisability of team involvement
- Determine nature of team involvement
- If team is needed, acquire release from currently assigned responsibility
- Inform Superintendent of nature of incident

Step 2: Acquire facts and circumstances as to the nature of the trauma/loss

Step 3: Determine those groups and/or individuals most affected by the trauma/loss (target population)

Step 4: Assist building administrator in the following:
- Arrange for staff meeting
- Formulate staff meeting agenda
- Dissemination of information to staff, parents, students, media, etc. (e.g., letters, etc.)
- Determine logistical needs (e.g., workspace, crisis center, counseling rooms, class schedules, etc.)

Step 5: Assignment of team members and other staff to individual tasks

Step 6: Provide Post Incident Response Team Services
- Conduct faculty meeting with all building staff
- Provide educational information to teachers to be used in class
- Conduct classroom meetings with team member and teacher in seriously affected classes
- Assess needs and arrange for follow-up meetings with individuals and small groups
- End of day staff meeting to update staff and administrator and plan for next day
- Crisis Team “debriefing” at the end of day
- Provide substitutes and aides as back-up staff for teachers
- Offer a separate room for parent contact, if necessary
- Crisis workers in offices to aid office staff to deal with parents’ telephone calls and questions

Remind staff about “Teachable Moments”
- Death and grief education
- Personal safety
- Sorting rumor from fact
- Anatomy of the injury (e.g., what type, extent, what it means)

Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc., should be composed of staff students, and parents

Step 8: Follow-up plans for ending Post Incident Response Team involvement
- Staff meeting
- Alert staff to individual staff questions and needs
- Respond to individual staff questions and needs
- Provide feedback to teachers regarding individual student needs referral of literature
- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for meeting with Post Incident Response Team to determine effectiveness of the Post Incident Response Plan in addressing the needs in this particular incident

Medical and Mental Health Emergency Annex

Purpose

This annex describes the courses of action that the school will implement to address emergency medical (e.g., first aid) and mental health counseling issues. Schools should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the ERP with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. Schools should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

Sudden Cardiac Arrest Preparedness - Cardiac Emergency Response Plan (CERP)

Purpose

In compliance with Education Law §2801-a(n) (Desha's Law) and Public Health Law §917, Lewiston-Porter Central School District has established a Cardiac Emergency Response Plan (CERP) to ensure a prompt, coordinated, and effective response to incidents of sudden cardiac arrest (SCA) or similar life-threatening emergencies occurring on any school site or at any school-sponsored event, including athletic programs. This section provides the district-wide framework for cardiac emergency preparedness and response, to be supplemented by building-specific CERP annexes within each Building-Level Emergency Response Plan. Building-level annexes must include venue-specific response protocols for all athletic facilities and off-site events, identifying AED locations, access routes, and trained personnel coverage.

Policy Statement

The Lewiston-Porter Central School District will maintain a district-wide CERP aligned with the American Heart Association's (AHA) evidence-based core elements. The plan shall be reviewed

annually by the Lewiston-Porter Central School District Safety Team and approved by the Board of Education. Each building shall develop and maintain a venue-specific CERP annex that conforms to the standards established in this section and follows the NYSED functional annex format requirements for Building-Level Emergency Response Plans.

Core Components

- **Cardiac Emergency Response Team (CERT):** Minimum of 5 trained responders or 10% of building staff, whichever is greater. Roles may include CPR provider, AED retriever, 911 caller, EMS liaison, and crowd control.
- **CPR/AED Training Requirements:** The district-wide school safety team may provide first aid, CPR, and AED training for relevant staff, including members of building-level emergency response teams.
- **AED Placement and Maintenance:** AEDs located to allow retrieval and deployment within 3 minutes from any location on campus; clearly marked, unlocked during events, maintained per manufacturer guidelines; maintenance and inspection logs kept at each building with the building Nurses.
- **Communication Protocols:** Internal – CERT activation and role assignments; External – Immediate EMS activation (call 911) and coordination with responding agencies.
- **Practice Drills:** At least one annual CERP drill per building, including AED retrieval and CPR initiation and measurement of time from collapse recognition to AED application, with a goal of 3 minutes or less; drill reviews documented in after-action reports.
- **Continuous Improvement:** Annual review of the plan and post-incident/debrief updates to procedures. An after-action report will be completed within 24 hours of any cardiac emergency or drill and forwarded to the Safety Team for review and follow-up actions.

EMS Coordination

The Lewiston-Porter Central School District Safety Team and building administrators will coordinate with local EMS to integrate CERP procedures into community responder protocols, including site orientation and AED location information. This coordination will occur at least annually and will include sharing updated AED maps, site access points, and any changes in CERT composition or building layout.

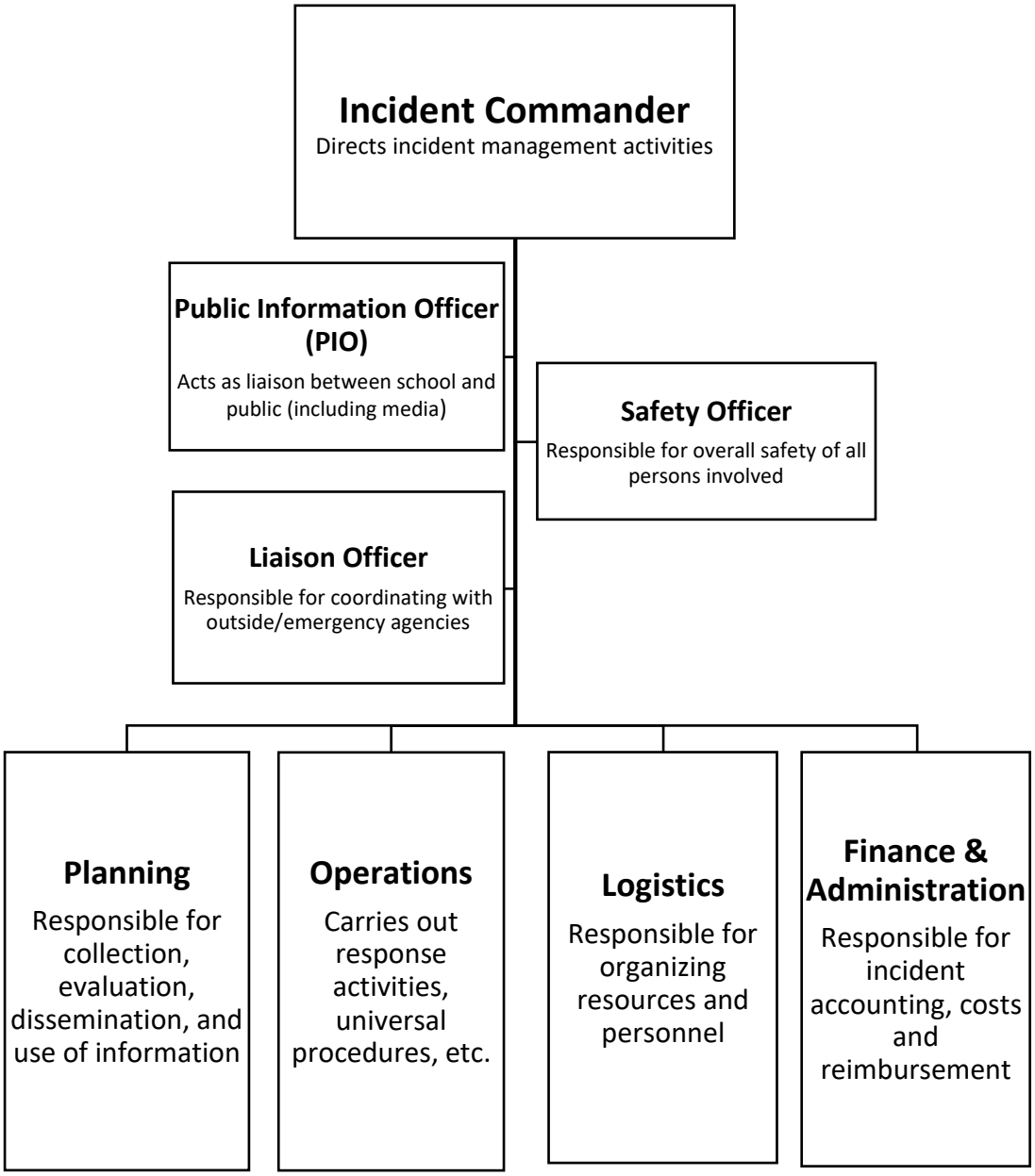
Recordkeeping and Reporting

CPR/AED training records will be maintained by Human Resources. AED maintenance records will be maintained by Facilities. Drill and incident documentation will be retained by the building administrator and forwarded to the Safety Team.

School Incident Command System

To provide for effective direction, control and coordination of an incident, the Building-Level Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The School ICS is organized as follows:



Chain of Command

The **Superintendent of the Lewiston-Porter Central School District** will be responsible for designation of response actions necessary to cope with an emergency.

Superintendent of Schools / Chief Emergency Officer
(Public Information Officer)
Mr. Paul Casseri Office: 716-286-7266

In the event the Superintendent is not available, the response action designation responsibility shall be delegated as follows:

Assistant Superintendent of Administrative Services
Scott Hoot Office: 716-286-7241

Director of Facilities
Paul Feathers Jr. Office: 716-286-7290

Director of Special Education and Grant Writing
Breanna Burke Office: 716-286-7248 or
716-286-7249

Building Administration

High School Principal
Christopher D'Anna — Office: 716-286-2116

High School Assistant Principal
John Evert — Office: 716-286-2115

Middle School Principal
Andrew Auer — Office: 716-286-7201

Middle School Assistant Principal
Bradly Halgash — Office: 716-286-7803

Intermediate Education Center Principal
Tina Rodriguez — Office: 716-286-7251

Primary Education Center Principal
Tamara Larson — Office: 716-286-7220

Supplemental Information as found in the Building-Level Emergency Response Plan

Implied or Direct Threats of Violence

The school district has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence.

Acts of Violence

The district recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency.

Media Notification Plan

The media plan addresses who is designated to meet/talk with the media. All district/media communication during an emergency must flow through the designated individual to prevent miscommunication or inaccurate information from being released. The plan provides the necessary guidance for district representatives to effectively deal with the media during an emergency.

Parent / Guardian Notification Plan

Addresses the need for a separate plan to notify parent/guardian in the event of an emergency. The plan provides the necessary guidance for district representatives to effectively deal with parents/guardians during an emergency.

Post Incident Response / Recovery

Provides guidance to district representatives for initiating a post incident response to an emergency or tragic event. Specific guidance is given to establishing crisis intervention teams and Critical Incident Stress Debriefing teams and how to utilize them.

Crime Scene Management

The Building Principal or Designee is responsible for crime scene security until relieved by law enforcement officials.

No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.

Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

Student / Staff / Guest with Special Needs

This appendix is a school specific procedure for students with special needs during an emergency situation.

School Safety and the Educational Climate (SSEC) - Formally Violent or Disruptive Incident Reporting (VADIR)

All violent and disruptive incidents must be logged throughout the school year. A summary of all violent and disruptive incidents are to be submitted annually to NYSED.

Revisions Page

Page	Section	Revision
1	Introduction	added 8 NYCRR 155.17 for reference
1	Identification of School Teams	restructured to match 8 NYCRR 155.17(b)(14)
2	Date Chart	added for ease of finding required dates
3	Concepts of Operations	restructured to match 8 NYCRR 155.17(18)(1)(xix)
4	Plan Review and Public Comment	added Alyssa's Law to conform to educational law § 2801-a
4	Plan Review and Public Comment	restructured to match S.E.D requirements
5	Prevention / Intervention Strategies for Faculty	added Workplace Violence statement to encompass Workplace Violence into the District Wide Plan
8-9	Training, Drills, and Exercises	restructured to match Educational Law §807 & 8 NYCRR 155.17
11	Early Detection of Potentially Violent Behaviors	modified materials regarding the early detection of potentially violent behaviors section to reflect State Education changes and requirements
14	BLERP Details	added key topics to reflect BLERP and State Educational requirements
16	Situational Responses - Threat and Hazard Specific Annexes	added Chief Emergency Officer requirement to match 8 NYCRR 155.17
16	BLERP annex's	added new annex's that are found in the BLERP
17	Responses to Acts of Violence / Implied or Direct Threats	added Workplace Violence Prevention Program Statement
20	Sudden Cardiac Arrest Preparedness	Added Sudden Cardiac Arrest Preparedness statement

APPENDICES

Memorandum of Understanding Regarding the School Resource Officer

Public Health Emergency Continuation of Operations Plan

Emergency Remote Instruction Plan

INTER-MUNICIPAL AGREEMENT

SCHOOL RESOURCE OFFICER PROGRAM PARTNERSHIP

This agreement is made as of July 24, 2023, by and between the following parties:

TOWN: TOWN OF LEWISTON, NEW YORK
A Municipal Corporation
1375 Ridge Road
Lewiston, New York 14092
Hereinafter referred to as the "Town"

And

CONTRACTOR: LEWISTON -PORTER CENTRAL SCHOOL DISTRICT
4061 Creek Road
Youngstown, New York 14174
Hereinafter referred to as the "District"

WITNESSETH:

WHEREAS, the Lewiston-Porter Central School District has requested that the Lewiston Police Department provide two (2) school resource officers during each school day of the regular school year; and

WHEREAS, the New York State Education Law requires that the District define the roles and responsibilities of school personnel, security and law enforcement who are deployed in schools; and

WHEREAS, the Lewiston Police Department (hereinafter referred to as the "Police Department" has agreed to provide such services on the following terms and conditions; and

WHEREAS, the Lewiston Town Board by Resolution authorized the Town of Lewiston to enter into an agreement with the District to provide a School Resource Officer.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. **Term.** This agreement shall commence July 1, 2023, and shall terminate August 31, 2026, provided either party may cancel or terminate this Agreement at any time upon at least sixty (60) days advance written notice to the other party, with accounts to be prorated, adjusted, and settled as of the date of such cancellation or termination.
2. **Services.** Beginning July 1, 2023, the Town, through its Police Department, shall assign two (2) full-time officers (hereinafter "Officer" or "Officers") to the District during the term of this Agreement to act as a School Resource Officer during the regular school day. The School Resource Officer will be stationed at the middle school/high school facility currently located at 4061 Creek Road, Youngstown, New York 14174. The School Resource Officer will work in concert with the school principals and assistant principals, meeting with the principals on a weekly basis.

   The School Resource Officer will provide a program of educational leadership by, for example, acting as a guest speaker in addressing tobacco, alcohol, and other drug issues, violence diffusion, violence prevention and safety issues in the school community. The School Resource Officer shall provide informational in-service training for staff on issues related to alcohol and other drugs and the law, violence, gangs, safety and security. The School Resource Officer shall also refer students and/or their families to the appropriate agencies for assistance when need is determined.

   The School Resource Officer's responsibilities will include:

   a. Working with District administration as a law enforcement officer to assist in addressing on-campus or school activities, and to help provide a safe environment within the school community;
   b. Working in concert with the Superintendent or designee and meeting with the principals on an as needed basis;
   c. Serving as a member of the Lewiston-Porter Central School District Safety Committee;

d. Acting as a communication liaison with law enforcement agencies and providing basic information concerning students on campus;

e. Collaborating with the District administration and staff to design experiences to benefit students, staff and families;

f. Working with the Superintendent or designee on issues such as criminal and gang activity on campus, student unrest on campus and developing plans and strategies to prevent or minimize dangerous activities which may occur on campus or during school sponsored events;

g. Participating in discussions and/or meetings with students, parents and faculty members, as needed, to help develop a positive rapport with members of the school community; and

h. Assisting in maintaining order;

The School Resource Officer may perform other duties consistent with the normal duties and responsibilities of a law enforcement officer and/or School Resource Officer. The School Resource Officer shall not act as a school disciplinarian; school administration is solely responsible for student misconduct and discipline. However, if requested by the Superintendent or designee, the School Resource Officer shall assist in determining whether law enforcement notification, and/or action is appropriate in a particular incident, or to assist in maintaining the chain of custody with respect to contraband or controlled substances.

3. **Compliance with Laws/Rules**. The School Resource Officer shall comply with all state and federal laws.. In no circumstance shall the School Resource Officer detain or question a student in order to ascertain the student's immigration status, nor shall the School Resource Officer detain or question a student based on the student's perceived race, nationality, color or native language.

4. **Search Procedures**. The District may conduct searches of students, possessions and vehicles as it deems appropriate and is responsible for complying with all applicable laws and Police Department regulations. The School Resource Officer may provide

protection for the safety of all persons involved in the search. The School Resource Officer shall not become involved in administrative (school-related) searches unless specifically requested by the school to provide security, protection or for handling of weapon(s) or contraband. These searches must be at the direction and control of the school official. At no time shall the School Resource Officer request that an administrative search be conducted for law enforcement purposes or have the administrator act as his or her agent. Any law enforcement searches or interviewing of students for law enforcement purposes shall be in compliance with State and Federal Law.

5. **Arrest Procedures**. Students shall not be arrested at school except: (a) where the student poses a real and immediate threat to other student(s), District employee(s), or public safety; or (b) pursuant to a judicial warrant that specifically directs the arrest of the student in a school. Building principals shall be consulted prior to an arrest of a student, where practicable. The student's parent or guardian shall be notified of a child's arrest as soon as practicable.
6. **Assignment of Officer**. The Chief of the Police Department shall, in consultation with the Superintendent, be responsible for the assignment of a particular officer or officers to the School Resource Officer position. The officer(s) assigned shall be appropriately trained to serve as a School Resource Officer; however, this language is not intended to require that the School Resource Officer receive certified training through any particular training program, although they may . The School Resource Officer will be present at the District each day school is in regular session. Such hours will be between the hours of 7:15 am and 3:45 p.m. The School Resource Officer will be compensated from 7:00 a.m. to 4 p.m. each school day. Hours worked in a given day beyond (8) hours will be accumulated as banked hours and will accumulate at a 1:1.5 ratio for those hours worked in excess of the 40 hour work week. The School Resource Officer will also receive banked hours for working additional school events (i.e.... Dances, sporting events, music events, etc.) Accumulated banked hours are intended to equate to full-time pay over school recess periods and summer vacation.

No hours worked by the School Resource Officer will be paid as overtime except as explained in Section 8 of this Agreement, and in accordance with the 1:1.5 banked hours described above. **Attachment 1** provides further explanation as to the banked hours process. In the event that all hours are not utilized as described in Attachment 1, said remaining hours shall be used as additional training and/or time spent at the District, upon mutual agreement of the Town and the District. The hours reflected in **Attachment 1** may vary slightly, as needed, to accommodate the needs of the District, upon approval of both the Superintendent of the District and the Chief of Police. The School Resource Officer shall log hours worked at the District on an hourly basis and shall provide said log to both the Chief of Police and the Superintendent of the District on a bi-weekly basis.

In the event the School Resource Officer is to be absent from work at the District, the Officer shall notify the Chief of Police and the Chief of Police shall notify the District's Superintendent (716-286- 7266). The Town reserves the right to immediately, temporarily reassign any Officer providing the services hereunder to handle emergency situations. The Town agrees to assign another Officer to substitute for the assigned Officer as soon as possible in the event that the assigned School Resource Officer is absent. If necessary, the Chief of Police, as soon as practicable, shall provide a permanent replacement for the Officer. It is understood by and between the parties that the presence of a School Resource Officer on school grounds at all times set forth in this agreement is of paramount importance. In the event that the Superintendent of Schools finds that the School Resource Officer is not effectively performing his/her duties and responsibilities, the District reserves the right to request that the Chief of Police remove the Officer from the program and shall state the reasons for the same in writing. In response, the Chief of Police may require that a meeting be held between the Superintendent, the School Resource Officer, the Chief of Police, and any other parties who may be necessary to attempt to resolve or mediate the concern(s). If the concern(s) cannot be resolved, the Chief of Police shall, in consultation with the Superintendent, assign a new officer to serve as the School Resource Officer.

7. **Supervision of the Officer**. The Officer shall remain under the control of the Town and shall not be considered an employee of the District for any purpose. The Officer assigned to the District is an employee of the Town and shall be subject to departmental control, supervision, policies, procedures and General Orders. Notwithstanding the foregoing, the Officer shall coordinate with the Superintendent and Principals of the school buildings in the District relative to the performance of his/her duties.
8. **Payment.** The costs related to the School Resource Officer position will be billed by the Town to the District on a monthly basis. The District agrees to pay such costs based on the actual costs related to each officer whom serves as an SRO at any given time and recognizes that such costs may vary depending on that particular officer's unique costs including but not limited to pay grade, health insurance selection, etc.

   a) Part Time Officers: If, pursuant to the terms of this Agreement, the Town provides services by utilizing part-time officers, it will bill the district based on the hours actually worked by the part-time officers performing duties as a School Resource Officer for the District including time worked for necessary incidental duties (for example, court time for school-related incidents). Incidental duties do not include routine, non-school-related law enforcement matters that occur on or near school grounds (e.g. motor vehicle accidents) unless the District has specifically requested the School Resource Officer's involvement in same. The parties intend that the district will be billed and will reimburse the Town for all associated expenses including, but not limited to, a pro-rata share of all employment benefits, retirements contributions (if applicable), payable to or behalf of the officers.

   b) Full-time Officer: Once the Town assigns a full-time officer as the School Resource Officer pursuant to the terms of this Agreement, the Town will bill to the District and the District will reimburse the Town for the full cost to the Town of the Officer. The parties intend that a police officer will be hired and/or assigned by the Town on a full-time basis as the School Resource Officer and that the District will bear the full cost attributable to the employment of the Officer, including but not limited to, the cost of all employment benefits, training, retirement contributions, additional court time, etc.

The District will reimburse the Town for any overtime attributable to School Resource Officer related duties. The District will not be responsible for overtime attributable to any assignment that is not incidental to School Resource Officer related duties. Incidental duties do not include routine, non-related law enforcement matters that occur on or near school grounds (e.g. motor vehicle accidents) unless the District has specifically requested the School Resource Officer's involvement in same. The assigned School Resource Officer will coordinate training, personal time and similar matters with school holiday and break schedules. To the extent possible, vacation time shall be scheduled during summer recess or other school breaks and any vacation time used during the regular school year must be approved in advance by the Chief of Police. The School Resource Officer and the Town will make a good faith effort to schedule training outside of the School Resource Officer's normal working hours at the District, and if that is not possible, the School Resource Officer and/or the Town will coordinate the scheduling of any such training with the Superintendent or his/her designee to ensure that the School Resource Officer is present when needed by the District.

9. **Access to Education Records**. District officials shall allow the SRO to inspect and copy any public records maintained by the school and is permissible by law. For purposes of access to student records, the SRO is considered a "school official" under the Family Educational Rights and Privacy Act ("FERPA") and may be provided students' personally identifiable information on an as-needed basis to carry out SRO duties for legitimate educational purposes. Such information shall only be used by the SRO for the purposes for which the disclosure was made, and to promote school safety and the physical security of students. The SRO may not disclose personally identifiable information obtained from students records, without prior consent, to others, including other law enforcement officers who are not acting in the capacity as school officials, unless the disclosure fits within one of the exceptions to consent under FERPA. The SRO will have independent access to student names and directory information though the District's student information system. The SRO may request student discipline records and

student health records from a District administrator for legitimate educational purposes.

10. **Insurance**. Prior to commencing services under this Agreement, the District and the shall provide each other with proof of insurance coverage for this Agreement. The Town, at its expense, agrees to procure and maintain a policy of Police Professional Liability insurance in an amount of One Million Dollars ($1,000,000), single limit, against claims for bodily injury, death and property damage, and Commercial General Liability Insurance in an amount of One Million Dollars ($1,000,000), single limit, against claims of bodily injury, death and property damage occurring in connection with the performance of this Agreement. The Town must name the District as an additional insured and will provide the District with a certificate evidencing this insurance coverage. The District, at its expense, agrees to procure and maintain a policy of General Liability Insurance in an amount of One Million Dollars ($1.000,000.00), single limit, against claims of bodily injury, death and property damage occurring in connection with the performance of this Agreement. The District must name the Town as an additional insure and will provide the Town with a certificate evidencing this insurance coverage.
11. **Indemnity**. The District covenants and agrees to indemnify and save harmless the Town, its Board, Officers, Employees, and Agents from and against any and all claims, actions, damages, liability, loss, and expense, including attorney's fees, arising from or out of any occurrence in or upon the District's premises, which is caused wholly, or in part, by any act or omission of the District, its Officers, Employees, and/or Agents, in the performance of this Agreement.

    The Town covenants and agrees to indemnify and save harmless the District, its Board, Officers, Administrators, Employees, and Agents from and against any and all claims, actions, damages, liability, loss, and expense, including attorneys' fees, arising from or out of any occurrence in or upon the District's premises, which is caused wholly, or in part, by any act or omission of the Town, its Board, Officers, Employees, and/or Agents, in the performance of this Agreement.

12. **Authorized Representative**. The individual signing below on behalf of the District or Town hereby represents and warrants that she/he is duly authorized to execute and deliver this Agreement on behalf of their respective District or Town and that this Agreement is binding upon the parties.
13. **Assignment**. Neither party shall assign, transfer, convey, sublet, or otherwise dispose of this Agreement or any of its right, title, or interest therein, or the power to execute this Agreement, without the prior written consent of the other party.
14. **Amendments**. No waiver, modification, or amendment of this Agreement or any part thereof shall be valid unless in writing and duly executed by both parties. A waiver of any breach hereof shall not prevent forfeiture for any succeeding right.
15. **Captions**. The captions of this Agreement are for convenience and reference only and in no way define, limit or describe the scope or intent of this Agreement.
16. **Entire Agreement**. This Agreement contains the sole and entire agreement between the parties relating to the services provided hereunder and shall supersede any and all other agreements between the parties. Any other statements or representations made by either party are void and have no force or effect.
17. **Venue.** Any legal action commenced pursuant to the terms of this Agreement shall be brought in a court of competent jurisdiction in the County of Niagara.
18. **Mutual Drafting.** This Agreement shall be deemed the joint work product of the parties and any rule of construction that a document shall be interpreted or construed against a drafter of such document shall not be applicable.
19. **Severability.** If any provision of the Agreement will be held to be invalid or unenforceable for any reason, the remaining provisions will continue to be valid and enforceable.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first set forth above.

(Signature pages to follow)

TOWN OF LEWISTON

BY: _____

David Steve Broderick, Jr.

Town of Lewiston Supervisor

Dated: 8/28/23

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

BY: _____

Paul J. Casseri

Superintendent of Schools

Dated: 7/21/23

ATTACHMENT 1

BANKED HOUR PROCESS

The Full-Time School Resource Officer assigned, by the Chief of Police, to the Lewiston-Porter Central School District shall have the ability to bank any additional hours worked beyond the regular day (see Section 3.0 Assignment of Officer) instead of these hours being paid as "overtime". The hours will accumulate on a 1:1.5 worked:banked ratio to accommodate for the officer's anticipated overtime pay rate. These hours normally paid on an "overtime" basis at the time they are worked, will be "banked" and paid to the officer on the regular pay schedule, during the months of July and August.

An overtime bank of approximately 336 hours (42 days) would result in the officer being paid for the months of July and August.

Attachment 1a

INTERMUNICIPAL AGREEMENT SCHOOL RESOURCE OFFICER PARTNERSHIP ATTACHMENT 1 (Sample)

Type of Work	Days	Hours	Totals
Regular School Calendar	176	9	1584
Vacation (4weeks)	20	8	160
Home Sporting Events	40	3	120
Dances and Music Performances	20	3	60
Homecoming/Spirit Weeks	12	3	36
Training (avoid school days)	15	8	120
Total			2080

Lewiston-Porter Central School District

Public Health Emergency Continuation of Operations Plan

Revised June 2025

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Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

This plan has been developed with the input of the LPOEA, LPUT, LPAP, CSEA unions, as required by the amended New York State Labor Law.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

Record of Changes

Date of Change	Description of Changes	Implemented By

Purpose, Scope, Situation Overview, and Assumptions

Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope

This plan was developed exclusively for and is applicable to **Lewiston-Porter Central School District**. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

On March 11, 2020 the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.

The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe. The fundamentals of reducing the spread of infection include:

- Using hand sanitizer and washing hands with soap and water frequently, including:
  - After using the restroom
  - After returning from a public outing
  - After touching/disposing of garbage
  - After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible
- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately
- Clean and disinfect workstations as needed
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

The following assumptions have been made in the development of this plan:

- The health and safety of our employees and contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expects us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job

Concept of Operations

The Superintendent of **Lewiston-Porter Central School District**, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent.

Upon the determination of implementing this plan, all employees and contractors of **Lewiston-Porter Central School District** shall be notified by email and District Messaging System with details provided as possible and necessary, with additional information and updates provided on a regular basis. All district employees, parents and guardians, and the Board of Education will be notified of pertinent operational changes by way of email and District Messaging System. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent/designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of **Lewiston-Porter Central School District**, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the public health emergency, the Superintendent of **Lewiston-Porter Central School District**, their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, **Lewiston-Porter Central School District** is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of **Lewiston-Porter Central School District**

The **Lewiston-Porter Central School District** has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of one function to others
- The recovery sequence of essential functions and their vital processes

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them.

The mission essential functions for **Lewiston-Porter Central School District** have been identified as:

Essential Function	Description	Priority
Superintendent of Schools	Oversees and plans. Assigns critical functions ensuring compliance with CDC, DOH, and NYSED requirements. Establishes communication with staff and parents to execute and standardize district goals. Establishes contacts to provide outside organizations with information relative to District plans to procedures. Communicates with the Board of Education directly.	**1**
Board of Education	The Board of Education and the Superintendent of Schools will dictate school policy and procedures.	**1**
Assistant Superintendent for Administrative Services	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools and Assistant Superintendent for Curriculum, Instruction, and Technology. Oversees the functions of the Business Office. Communicates directly with administration to assist with planning and daily functions to achieve District goals and maintain safety equipment and supplies. Assists with CDC, DOH, and NYSED regulations including oversight of NYS recording requirements and Nursing staff.	**1**
Director of Curriculum, Instruction, and Technology	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools and Assistant Superintendent for Administrative Services. Communicates directly with the administration to assist with planning and functions, ensuring that the needs of the district are being met. Reports to the Superintendent of Schools.	**1**
Administration	Coordinates functions delegated by the Superintendent of Schools. Assigns tasks to facilitate and accomplish District goals. Communicates regularly with the Assistant Superintendent for Administrative Services and the Director of Curriculum, Instruction, and Technology. Oversees personnel assigned to tasks. Ensures critical functions are being performed as necessary. Provides regular progress reports on daily activities necessary to accomplish District goals. When directed by the Superintendent of Schools, the administration is responsible for communicating and updating employees in district policy. This includes cleaning regime, scheduling and any changes to these duties. Monitors and requests building safety equipment and supplies as needed.	**1**

Director of Facilities	Coordinates functions with the Superintendent of Schools, Assistant Superintendent for Administrative Services, Administration, and Staff. Responsible for staffing, maintenance activities, custodial duties including ordering supplies, training, scheduling to meet the needs of the district. Instructs and informs staff of district policy and procedures including personal protection, cleaning procedures, and methods of reporting and receiving issues and concerns that may affect or enhance safety procedures. Responsible for communication and updating employees in district policy, cleaning regime, schedules and constant changes to these duties. Maintains a current inventory of supplies and safety equipment and provides staff and services as needed. Inventory includes maintaining a cache of necessary supplies and equipment through reordering and replenishing stock so as not to fall short of critical supplies. Adjusts schedules to meet current needs, updates, and trains staff on proper handling and use of tools and chemicals as per manufacturer, CDC, DOL, and DOH requirements. Coordinates deliveries and ensures delivery agents know and follow district policy when on site. Schedules outside maintenance activities. Ensures third party contractors know and follow all school, CDC, DOL, and DOH policies while on school district property.	**1**
Head of Maintenance	Coordinates activities with and updates the Director of Facilities regularly. Provides employees with proper direction for performing necessary cleaning equipment, cleaning products, and protocols. Provides a direct line of communication from custodial staff to the Director of Facilities. Keeps records of and controls inventory, communicates directly with suppliers for ordering and receiving material and supplies to maintain an adequate cache of necessary products and materials. Coordinates all deliveries including deliveries from suppliers and deliveries to building staff. Assists with building schedules and arranging custodial staff and staff schedules to meet district needs. Responsible for communication and updating employees in district policy, cleaning regime, schedules and constant changes to these duties.	**1**
Office of the Superintendent and District Clerk	Assists the Superintendent of Schools and the Board of Education with maintaining critical and vital services. Provides record keeping and administrative support. As the District Clerk will continue to provide all vital services and maintain all Board records.	**1**

Business Office	Assists the Superintendent of Schools and the Assistant Superintendent for Administrative Services with maintaining critical functions and Administration oversight. Provides needed guidance and advice with logistical and financial obligation; as well as record keeping. Provides purchasing support to ensure that necessary safety equipment and supply inventory can be maintained for education, maintenance, nursing, and custodial functions.	**1**
Technology Department	Director of Technology and Data provides support to ensure critical infrastructure is in place to provide effective building support and educational support securely. Works directly with the Superintendent of Schools and Administration staff to ensure communication and internet stability. Provides the necessary equipment and approved software to staff and students to perform the functions of each necessary school sector to maintain building maintenance, day to day operations, and educational needs.	**1**
School Nurses	Assists with the goals of the district. Provide medical insight and support to help maintain a healthy school population. Assists with planning and achieving district goals. Provides support and assistance to carry out orders from the School Physician, CDC, DOH, and NYSED regulations. Maintains a sanitary environment. Monitors quarantine area. Keeps accurate records. Makes immediate and necessary notifications to building administrators when necessary. Coordinates activities with parents. Offers guidance to building occupants and parents. Communicates regularly with the building administration and the Assistant Superintendent for Administrative Services.	**1**
Building Secretaries	Staff will continue to perform vital services as directed by the Superintendent of Schools and directed by their building administrator. The district will determine need based on individual circumstances and can be utilized in school or remotely. Administration will provide services necessary for staff to operate in a safe and clean environment on site. Administration will ensure all staff will be informed of and are required to adhere to district safety policy while on site. Administration will provide necessary means and materials to safely and effectively work in a remote setting as well.	**1**

Maintenance Staff	Maintenance staff will perform vital services to keep and maintain essential equipment for onsite and remote learning. Maintenance staff and work will be overseen by the Director of Facilities. Staff will be informed of school procedures and adhere to all personal safety protocols required by the CDC, DOL, (PESH), and DOH at all times. The Director of Facilities will supervise and schedule maintenance personnel for the purpose of keeping vital services operating and functional.	**1**
Custodial Staff	Custodial staff will work as directed by the Director of Facilities and Head of Maintenance. The Director of Facilities and Head of Maintenance will oversee and ensure school buildings are being cleaned properly. Building Administration will also assist with notification and information about building conditions and issues that need to be discussed or addressed. Custodial staff has received pandemic awareness training. Training provided essential information about communicable diseases. Training also included information about personal protective equipment, cleaning products, proper disinfection and sanitation, and product use, product labels, Safety Data Sheets, and manufacturers' requirements for use. The district will provide custodial staff with the required personal protective equipment and cleaning supplies to maintain a safe working environment. Staff shifts and personnel will be scheduled accordingly based on the needs of the district. As with all staff, custodial personnel will follow district protocols required by the CDC, DOL, (PESH), DOH, and district while providing services and on breaks.	**1**
Outside Contractors	Outside contractors will be scheduled and work will be performed with the oversight of the Director of Facilities. All outside contractors will notify the Director of Facilities when they arrive on-site. Outside contractors will be informed of district procedures and policy before they are allowed to work on the premises. Companies performing work on-site will provide their employees with the proper PPE to comply with district policy. Outside contractors who do not or cannot work safely will not be allowed on district property.	**1**
Food Service	All Food Service operations will be determined by the Assistant Superintendent for Administrative Services. All district protocols will be initiated by the District Food Service contractor.	**1**

Transportation	Transportation will provide services directed by the Assistant Superintendent for Administrative Services. The Transportation Coordinator will supervise operations. The district will provide safe and secure transportation based on the needs of the district and learning environment. Protocols will be established and the Transportation Contractor has received proper training for cleaning and sanitizing buses. The Transportation Contractor will provide their employees with the training and proper PPE and disinfection equipment to effectively maintain the transportation fleet. Records will be maintained accurately to ensure bus safety procedures are being followed. The Transportation Coordinator will schedule staff and bussing pickup and drop off according to the needs of the district. The district will continually inform staff and parents of changes to procedures as necessary.	**1**
Outside Deliveries	Deliveries will be coordinated with the Director of Facilities, the Head of Maintenance, custodians. The Director of Facilities will inform companies of district policy and procedures in advance. All delivery agents will be required to notify the district prior to arrival at the district and strictly adhere to district policy while on site. Employers will be required to provide their employees with the proper PPE to work safely while on site.	**1**

Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology	Director of Technology & Data Technology Coordinator Network Managers	The Director of Technology and Data establishes all priorities for the IT task and organizes staff. IT staff members provide support in setting up hardware and software, network management, and help desk support.
Administration and Oversight	Superintendent of Schools	The Superintendent is the decision-maker for the entire district.
Operations	Assistant Superintendent for Administrative Services	The Assistant Superintendent for Administrative Services ensures all essential functions are maintained.
Education	Director of Curriculum, Instruction, Technology & Data	The Director of Curriculum, Instruction, Technology & Data determines the educational plan.
Facilities	Director of Facilities	The Director of Facilities maintains the necessary level of cleaning and sanitizing.
Administration	Principals, Assistant Principals, Directors	The Principals, Assistant Principals and Directors are the liaisons between students, families, and employees in the building.
Cleaning and Sanitizing	Buildings and Grounds Staff, Custodial Maintenance and Laborers and Grounds Staff	Performs all cleaning and sanitization and necessary upkeep of the buildings.
Support	Secretary to the Superintendent/District Clerk	Provides necessary support to the Superintendent of Schools and the Board of Education.
Support	District Clerical Staff	Provides necessary support for all Administrators.
Health Services	School Nurses	Directs all Health Services.

Reducing Risk Through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at work sites and on public transportation.

Remote Work Protocols

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely
2. Approval and assignment of remote work
3. Equipping staff for remote work, which may include:
    a. Internet capable laptop
    b. Necessary peripherals
    c. Access to VPN and/or secure network drives
    d. Access to software and databases necessary to perform their duties
    e. A solution for telephone communications
        i. Note that phone lines may need to be forwarded to off-site staff

The Superintendent of Schools and the Assistant Superintendent for Administrative Services will determine the level of remote working for all district employees in conjunction with all NYSDOH guidelines.

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts, **Lewiston-Porter Central School District** will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered
2. Approval and assignment of changed work hours

The Director of Facilities will work with the Superintendent of Schools/designee to formulate a calendar that schedules employees based on the needs of the District.

Personal Protective Equipment

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our employees and contractors. PPE which may be needed can include:

- Masks
- Face shields
- Gloves
- Disposable gowns or aprons

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The Coronavirus pandemic demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location

2. Procurement of PPE
   a. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months
   b. Public employers must be able to mitigate supply chain disruptions to meet this requirement

3. Storage of, access to, and monitoring of PPE stock
   a. PPE must be stored in a manner which will prevent degradation
   b. Employees and contractors must have immediate access to PPE in the event of an emergency
   c. The supply of PPE must be monitored to ensure integrity and to track usage rates

The Director of Facilities and the Head of Maintenance will be responsible for ensuring the proper PPE is available at all buildings for required applications. The District will work to ensure we maintain a six month supply of PPE as directed above for all faculty, students. An extra supply of PPE will be available in all buildings with the Principals, Nurses and Custodial staff. The **Lewiston-Porter Central School District** participates in the Orleans-Niagara Corporative Bid Purchasing Agreement. They provide a comprehensive list of suppliers and products used for maintaining employee safety, disinfecting and sanitization protocols.

Surplus PPE will be stored in a dry, secured central location. Access to the surplus of PPE can only be made by the Director of Facilities and Head of Maintenance as this will ensure the accurate accountability of all supplies on hand. The Head of Maintenance will be responsible for keeping accurate records and reporting.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized under several categories based on the type of exposure and presence of symptoms. Following CDC guidelines, we have established the following protocols:

A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):

   1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for the lesser of 14 days or other current CDC/public health guidance for the communicable disease in question.
      a. As possible, these employees will be permitted to work remotely during this period of time if they are not ill.
      b. All necessary parties will be notified of staff exposure through contact tracing.
      c. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing.

   2. CDC guidelines for COVID-19 provide that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
      a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
      b. In-person interactions with the subject employee or contractor will be limited as much as possible.
      c. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol at least every hour, as practical. See the section on Cleaning and Disinfection for additional information on that subject.
      d. If at any time they exhibit symptoms, refer to item B below.
      e. The Superintendent of Schools/designee, in the organization is the decision-maker in these circumstances and who is responsible for ensuring these protocols are followed.

B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:

   1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.

   2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.

3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.

4. Niagara County's criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 72 hours have passed since the instance of fever without the use of fever-reducing medications. If the disease in question is other than COVID-19, Niagara County and other public guidance shall be referenced.

5. The Assistant Superintendent for Administrative Services in the organization must be informed in these circumstances and who is responsible for ensuring these protocols are followed.

C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:

1. Apply the steps identified in item B, above, as applicable.

2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
   a. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
   b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
   c. See the section on Cleaning and Disinfection for additional information on that subject.

3. Identification of potential employee and contractor exposures will be conducted.
   a. If an employee or contractor is confirmed to have the disease in question, the Superintendent of Schools/designee should inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
   b. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow CDC/public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

1. As possible, employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum, in conjunction with District custodial staff.
   a. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected at least hourly.

b. The Head of Maintenance under the supervision from the Director of Facilities will coordinate and establish cleaning guidelines and schedules for all cleaners to cover the common areas listed above.

2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.

3. Soiled surfaces will be cleaned with soap and water before being disinfected.

4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.

5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Provision of Leave and Designation and Recording of Absences from Work

Provision of leave for employees and/or contractors, and designation and recording of absences from work, shall be handled consistent with applicable law, applicable contracts, and guidance from regulatory authorities having jurisdiction.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work, off-site visits.

This information may be used by **Lewiston-Porter Central School District** to support contact tracing within the organization and may be shared with local public health officials.

Lewiston-Porter Central School District

Emergency Remote Instruction Plan

Reviewed June 2025

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Introduction

Lewiston-Porter 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 District-Wide School Safety Plan.

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 hours 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 that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; 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 of 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 final rule was 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 one or more of the district's school buildings 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, 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 (NYSED Part 175.5).

The **Emergency Remote 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.

Ensuring Accessibility and Availability (Internet, Computers / Devices)

Lewiston-Porter Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the **Powerschool and DataWarehouse.** 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.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy 7150 Remote Learning and 8270 Instructional Technology and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

Lewiston-Porter Central School District
Emergency Remote Instruction Plan

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: • Policy 6410 Staff Use of Computerized Information Resources • Regulation 6410R Staff Acceptable Use Policy, Form Staff Acceptable Use Policy Agreement Form • Policy 7100 Attendance • Policy 7110 Compressive Student Attendance Policy • Policy 7150 Remote Learning • Policy 7315 Student Use of Computerized Information Resources (Acceptable Use) • Regulation 7315R Student Acceptable Use (AUP) Guidelines • Regulation 7315R.1 PEC Acceptable Use Policy • Regulation 7215R.2 IEC Acceptable Use Policy • Regulation 7315R.3 MS/HS Acceptable Use Policy • Manual 7315M Student Use of Technology Policies and Agreements Manual • Lewiston-Porter Code of Conduct Please click this LINK to view the Lewiston-Porter Policy Manual.
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device. Specifically, students in K-2 are provided iPads and students in 3-12 are provided Chromebooks. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.
PEDAGOGY	All teachers in grades K-12 will use Google Meet for virtual instruction; however, they may use SeeSaw or Goggle Classroom as their learning management system. Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to

	differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach **may include a combination of:** **Synchronous "Live" Instruction** - Using Google Meet, along with other digital platforms, teachers will deliver real-time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project-based opportunities within this model. Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning. **Asynchronous "Flipped" Instruction** - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students' participation and assignment completion (i.e., "Flipped Classroom"). These activities may include teacher/student synchronous interactions for a portion of the lesson. **Authentic Independent Instruction** - Using a variety of methods, teachers will engage students in high-quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.
STUDENT EXPECTATIONS	All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction, students are expected to be school-ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations. All students are expected to practice appropriate digital etiquette and responsible behavior during assigned synchronous instruction. ● Mute yourself on meets as directed by your teacher ● **Cameras are to be kept on during classroom meets** unless directed specifically by your teacher to do otherwise. During synchronous instruction, students are expected to work in a setting that is conducive to learning where distractions are minimized, e.g.: a desk, table, kitchen counter, etc. Spaces generally considered

	private (such as a bedroom) are discouraged and bathrooms should not be used as a workspace under any circumstances. Student dress must be appropriate in all platforms; the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. If there are any circumstances preventing full and appropriate participation, the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.
DAILY SCHEDULE	The virtual day can be found on the district website here. Since it is not developmentally appropriate for elementary students to be on electronic devices for a full school day, their schedule allows for synchronous and asynchronous learning opportunities with many breaks and optional 1:1 interactions with the teachers. At the secondary level, students will follow their regular schedule with appropriate breaks will be included for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled times. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. All students will have optional 1:1 interactions with the teachers during office hours for any questions or support. As well, students who receive interventions and/or related services will have access to those services. Elementary students will access these services asynchronously (unless optional office hours are requested) and secondary students will follow their schedules and receive synchronous services according to their schedule.
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. Students who receive reading and/or math interventions and/or related services (such as Speech, OT/PT, etc.) will be provided with asynchronous work according to their Day 1-6 schedule. Any student who would like to have synchronous conferencing with an intervention or related service provider may do so by reaching out to schedule an appointment.

NON- INSTRUCTIONAL SERVICES ● **TRANSPORTATION** ● **FOOD SERVICE** ● **MAINTENANCE** ● **CUSTODIAL** ● **CLERICAL/ ADMINISTRATIVE SUPPORT**	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real-time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.