

***CHEEKTOWAGA-SLOAN
UNION FREE SCHOOL
DISTRICT***



**DISTRICT WIDE SAFETY PLAN
2026-2027**

NOTE: Sensitive information has been deleted from this plan

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INTRODUCTION

The Safe Schools Against Violence in Education Act (SAVE) was passed by the New York State Legislature and signed into law by Governor Pataki on July 24, 2000. Project SAVE culminates the work of the Task Force on School Violence chaired by Lieutenant Governor Donohue. The Task Force consisted of a broad range of qualified people from all parts of the state including students, parents, teachers, school administrators, law enforcement experts, business leaders, mental health professionals and local elected officials. From its inception in January 1999, the Task Force sought information concerning the best school violence prevention and intervention practices in the state and the nation. Ten public hearings were held throughout the state, providing a rich array of recommendations from local communities about ways to ensure the safety of New York's students. The Task Force's final report, *Safer Schools for the 21st Century*, contained a series of recommendations intended to reduce incidents of violence in schools and strengthen schools' capacities for responding to emergencies that could affect the health and safety of children.

The New York State Board of Regents approved amendments to the Regulations of the Commissioner of Education as emergency measures in November 2000 to ensure compliance with the new legislation. The revised regulations in Section 155.17 of the Commissioner's Regulations contain the requirements for schools concerning school safety plans. A major component of SAVE is the development of school safety plans at the district and at the school building levels. At the district level, the new *District-Wide School Safety Plan* replaces the current school emergency management plan that is required for all districts. At the school building level, a newly required *School Building Emergency Response Plan* must be prepared for each school building in the state. Together, these plans are intended to provide the means for each school district and all the buildings in the district to respond to acts of violence and other disasters through prevention, intervention, emergency response, and management.

A

A. PURPOSE

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

Jeffrey S. Mochrie has been designated as the Chief Emergency Officer and is charged with coordinating communication between staff and first responders, ensuring staff understanding of the district-level safety plan, and ensuring that Building Level plans are updated yearly.

B

B. DISTRICT-WIDE SAFETY TEAM MEMBERS

The **Cheektowaga-Sloan Union Free School District** has created a District-Wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

Andrea L. Galenski, Superintendent of Schools

Mike Scapillato, School Liaison Officer

Wayne Drescher, School Business Official

Jeffrey Mochrie, Principal

Elizabeth Zaccarine, Principal

Christopher Farrell, Principal

Robert Julian, Principal

Jessica Emmerling, Director of Special Education

Janelle Finn, Assistant Superintendent

Erin Greene, Director of Food Service

Joe Goodrow, Facilities Manager

Greg Schulz, Teacher

Mike Johnson, Teacher

Kyle Karmazyn, Teacher

Meghan Haley, Teacher

Annie Walters, Teacher Aide

Dave Kasproicz, BOCES Safety Specialist

TBD, First Student

C

C. CONCEPT OF OPERATIONS

- The District-Wide School Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans for each school building. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of individual Building-Level Emergency Response Plans.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Efforts may be supplemented by county and state resources through existing protocols.
- Local emergency officials play an important role in managing response actions in emergency situations. Assistance from these officials is obtained by:
 - 1) Asking for their input in the planning process. If possible, include them as a member of the district-wide and building teams.
 - 2) Include them in the training of staff and students.
 - 3) Use their expertise and experience in the conduct of all drills, including tabletop exercises.
 - 4) Discussing all resources available if Article 2-B is invoked.

D

D. PLAN REVIEW AND PUBLIC COMMENT

- This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before September 1 of each year.
- Pursuant to Commissioner's Regulation 155.17(e)(3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Updated Building-Level Emergency Response Plans will be supplied to both local and State Police by October 15th of each year.

SECTION 2000: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency, including:

- The process for identifying the sites, (School Safety Audit Checklist) 2100
- Identification of Sites of Potential Emergencies Guideline 2101
- The location of potential sites 2102

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- Early dismissal 2210
- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes) 2215
- Shelter in place 2220
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- Lockdown 2225
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**SECTION 2000: GENERAL EMERGENCY RESPONSE
PLANNING - Continued**

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A

A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

GUIDELINES

When developing a specific list of potential sites for emergencies, *at the building level*, there are many variables that could serve as a catalyst or provide the environment for an emergency to take place at that site. Sites that have these variables or environment have been considered in the following list:

ON-SITE

- various chemical storage areas
- welding/hot work area
- indoor vehicle transportation areas
- compressed gas storage areas
- paint spray booths
- areas of student congregation
- student/teacher/administrator conference area
- swimming pool filter area
- athletic fields
- playground areas

OFF-SITE

- major highways (chemical transport)
- airport (flight path)
- railroad (chemical transport)
- certain industrial sites (refineries, etc)
- creeks (flooding)

This list can be used as a guideline to help assist in the development of the building level site of potential emergencies. It may not be all-inclusive.

A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES**LOCATIONS*****ON-SITE***

BUILDING	SITE	MATERIAL
JFK MS School		
JFK High School		
Maintenance Garage		
All Buildings		

OFF-SITE

BUILDING	SITE	MATERIAL

B

**B. PLANS FOR TAKING THE FOLLOWING ACTIONS IN
RESPONSE TO AN EMERGENCY WHERE APPROPRIATE**

EMERGENCY CLOSINGS

In the event it is necessary to close school for the day due to inclement weather or other emergency reasons, announcement thereof shall be made via local television stations designated by the Board of Education.

When school is closed, all related activities, including athletic events and student activities, will ordinarily be suspended for that day and evening.

The attendance of personnel shall be governed by their respective contracts.

EARLY DISMISSAL

In the event of an imminent emergency that requires specific **EARLY DISMISSAL** procedures, they are as follows:

The EARLY DISMISSAL procedure will be implemented when a situation such as heavy snow warning, etc. is imminent. This would occur at any time of the day after the children are on their way to school, or while school is in session. The district order would be given by the superintendent of the school district.

1. Contact district's transportation department to provide for go home procedure.
 - a. Teachers and students return to homeroom.
 - b. Attendance of all students should be taken by teachers.
 - c. Names of students not accounted for should be referred to office.
 - d. Teachers and students should remain in place until directions for dismissal are given.
 - e. Good conduct and discipline standards are to be enforced.
 - f. Special considerations should be given to:
 1. Students and staff with disabilities – contact transporting agency
 2. Student drivers dismissed to go home if situation permits
2. Information for reason of early dismissal may be shared with teachers and students as deemed necessary.
3. Information:
 - a. Explanation of situation
 - b. What is being done
 - c. Anticipation of length of time
4. Communication with parents or media as necessary.

EVACUATION

An **Evacuation** should take place if it is determined that it is safer outside the building than inside the building (fire, explosion, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites.

Objective

- Minimize exposure to hazards within the building

Procedure

Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm or making an announcement over the intercom, Public Address (P.A.) System, or otherwise. The announcement of an Evacuation shall be:

- YOUR ATTENTION PLEASE.**
- WE NEED TO EVACUATE THE BUILDING.**
- TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA AND TAKE ATTENDENCE WHEN SAFE TO DO SO.**

- Immediately call 911 to give notice that the school has been evacuated.
- Notify appropriate district staff that an evacuation of the school has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.

Evacuation – Building Only

- Follow predetermined evacuation routes to exit the building in a quiet and orderly manner.
- Evacuate Students/Staff with special needs per their individual plans.
 - Disabled/wheelchair accessible routes, area of refuge, etc.
- In the event that students find themselves out of the supervision of faculty or staff:
 - Students should exit through nearest exit.
 - Students should report to nearest assembly area and nearest teacher/staff.
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.

- Go to your designated evacuation assembly area.
- Account for all students. Immediately report any missing or injured students to the School Incident Commander.
- Main office staff: Take visitor log and student sign out sheet to evacuation assembly area.
- If it is announced that the building evacuation will be “**a controlled evacuation**,” wait for further instructions. These instructions may include which exits to use when evacuating, which ones to avoid, and any other pertinent information that may be shared.

Designated Evacuation Assembly Areas

Building, Wing or Location	Assembly Area

Evacuation – Off-Site

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building Level School Safety Team has determined appropriate off-site evacuation areas prior to an actual incident. Off-site locations should offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Notify all assembly areas to proceed to the offsite location.
- Method of Travel: Students will walk to the evacuation site under the supervision of their classroom teacher. Directions:

Off Site Location	Name/Address	Facility Contact Name and Number
PRIMARY		

SECONDARY		
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Evacuation Site Instructions

- Once staff and students have reached the evacuation site, all will enter in an orderly fashion and proceed in a manner as instructed by building safety staff or administration.
- Each classroom will remain with their teacher/instructor, and be directed to a specific location by a member of the building safety staff or an administrator.
- Once an entire class is seated and accounted for, the teacher/instructor will take a class count. If all students are present, the teacher will hold up a **GREEN CARD** labeled “**ALL PRESENT.**” If any student(s) are missing, hold up the **RED CARD.** This will notify a member of the building safety committee, who will then address that particular teacher/instructor and aid in locating the student(s).
- Once everyone is accounted for, all will remain silent and listen for further instructions from administration.

Return to Buildings or Grounds

No students or staff shall return to school buildings or grounds until advised to do so by the Incident Commander or appropriate officials.

- The Incident Commander will make the decision when it is safe to return to the building.
- In the event that emergency response services (Police, Fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, who will then make the decision to allow students and staff to return to the building or grounds.
- The decision of when it is safe to re-enter the building or re-occupy a section of the school will be communicated by bell system, radio transmission, public address system, designated staff, or other means.
- Parent re-unification procedures will be enacted if students will be dismissed rather than returning to school. **Students are not allowed to leave on their own.**

SHELTER IN PLACE

A **Shelter In Place** is used when students and staff are required to remain in their current or a designated location for their own safety due to an external threat such as a weather emergency. Depending on the threat or hazard, students and staff may be required to move to a safe room or to a weather shelter.

Objectives

- To facilitate emergency responses.
- To establish safe routes and designated areas.
- To locate and contain any device or weather threat.

Procedure

A **Shelter-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. The announcement of a Shelter In Place shall be:

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING YOU TO SHELTER-IN-PLACE.**
- **PLEASE REMAIN IN YOUR CURRENT LOCATION UNTIL FURTHER NOTICE.**
- **Provide specific incident instructions as needed.**
 - Use clear, concise language to provide direction to the school based on the situation.
 - If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school building.
 - Students in-between classes or outside of their classroom for other reasons should be instructed to return to their class.
- Students in hallways, bathrooms or other common areas will return to their classroom. If the **Shelter In Place** is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All staff members will assist in maintaining order and accounting for students. Remain in your current location until further instructions are given or remaining in place compromises safety.
- Current activities may continue, if appropriate.
- Notify all concerned parties via PA announcement when the **Shelter In Place** is lifted.

HOLD IN PLACE

A **Hold In Place** is used when students and staff are required to remain in their current or a designated location due to a short term emergency within the building. If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires that student and staff movement to be limited, a **Hold In Place** may be initiated to keep students and staff out of the affected area until the situation can be rectified.

Objectives

- To facilitate emergency responses.
- To establish safe routes and designated areas.

Procedure

A **Hold In Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. The announcement of a **Hold In Place** shall be:

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING YOU TO HOLD IN PLACE.**
- **PLEASE REMAIN IN YOUR CURRENT LOCATION UNTIL FURTHER NOTICE.**
- **Provide specific incident instructions as needed.**
 - Use clear, concise language to provide direction to the school based on the situation.
 - Students in-between classes or outside of their classroom for other reasons should be instructed to return to their class.
- Students in hallways, bathrooms or other common areas will return to their classroom. If the **Hold In Place** is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All staff members will assist in maintaining order and accounting for students. Remain in your current location until further instructions are given or remaining in place compromises safety.
- Current activities may continue, if appropriate.
- Notify all concerned parties via PA announcement when the **Hold In Place** is lifted.

LOCKDOWN

A **Lockdown** is used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger. A **Lockdown** is the initial physical response to provide a time barrier during an active shooter/intruder event. A **Lockdown** is not a stand-alone defensive strategy. Executing a **Lockdown** should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Objective

- Minimize risk of injury or death
- Buy time for emergency responders

Procedures

Where possible, a **Lockdown** will be announced by intercom, Public Address (P.A.) System, or otherwise. In events where an immediate threat to life and safety is recognized, **ANY faculty or staff** shall raise the alarm and initiate a Lockdown. The announcement of a Lockdown must be immediate and deliberate and shall be:

:

- LOCKDOWN! - LOCKDOWN! - LOCKDOWN!**
- Additional information may be provided if time allows.**

- Contact 911
- Enact procedures to re-direct buses or visitors.
- **IF SAFE**, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Lock your door(s) and have students/staff move to the designated safe area of the room, out of view from the door.
- **Leave lights on and blinds as they are. Do not cover door windows.**
- **REMAIN SILENT** – Noise may attract the attention of the intruder.
- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively, and take the following action during a lockdown:
 - **Do not** allow anyone to enter or leave your secured area.
 - **Do not** answer or communicate through your door or classroom phone.
 - **Do not** respond to Public Address (P.A.) system or other announcements.
 - **Do not** respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
 - Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
 - Document and attend to any injuries to the best of your ability. In the event of a severe injury, replace the GREEN card in the exterior window with your RED card.
 - Take attendance and include additions and missing students' last known location.
- If an intruder enters the classroom, use **WHATEVER** means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force to stop the intruder. Tell students to get out anyway possible – **RUN!**
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.

A LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT OR OTHER AUTHORITY.

SECURE LOCKOUT

A **Secure Lockout** is used to secure school buildings and grounds during incidents that pose an actual or potential threat outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger. Normal school day activities may continue as normal except for the termination of all outside activities.

Objectives

- To keep any threat of violence or dangerous incident out of the school building.
- To promote minimal disruption to the education process when there is a potential or actual incident outside the school building.

Procedure

A **Secure Lockout** will be announced by intercom, Public Address (P.A.) System, or otherwise.

- YOUR ATTENTION PLEASE.**
 - THERE IS A SITUATION REQUIRING THE SCHOOL TO SECURE LOCKOUT.**
 - ALL OUTDOOR ACTIVITIES ARE CANCELLED UNTIL FURTHER NOTICE.**
 - INDOOR ACTIVITIES MAY CONTINUE AS SCHEDULED.**
-
- All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.).
 - As soon as all students and staff are in the building all exterior doors shall be closed and locked.
 - Building access shall be through a single monitored entrance only.
 - Normal activity will continue within the building (unless directed otherwise).
 - It is not necessary to turn lights off or to close blinds (unless directed).
 - Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is made.
 - Report any suspicious activity observed either indoors or outdoors to the Main Office.
 - A **Secure Lockout** will be lifted when notification is made by administration.

IN THE EVENT THAT EVACUATION IS NECESSARY, THE FOLLOWING SITES WILL BE USED:

OFF-CAMPUS

EVACUATING SITE	# STUDENTS/STAFF	RECEIVING SITE	# THAT CAN BE SHELTERED
Theodore Roosevelt	359		460+
Woodrow Wilson	339		342+
JFK Middle School	332		500+
JFK High School	430		500+

IN THE EVENT THAT SHELTERING ON-CAMPUS IS NECESSARY, THE FOLLOWING SITES WILL BE USED:

EVACUATING SITE	RECEIVING SITE
JFK	
Theodore Roosevelt	
Woodrow Wilson	

FACILITIES AGREEMENTS

STATEMENT

Cheektowaga-Sloan Union Free School District has adopted agreements with state, county, and other agencies as appropriate for the use of school district building facilities and vehicles during a period of natural or man-made disaster, Facility Agreements with local public and private agencies for use of their facilities on a short term basis to house staff and students have been arranged.

Arrangements for school building facilities to be used as disaster shelters are coordinated through the Greater Buffalo Chapter, American Red Cross, Department of Emergency Services. These shelter agreements authorize their use of the building facilities for any natural or man-made disaster. The use of the building facilities is not restricted to only school district staff and students, but for any group as the need and location arises.

Notification of facility use will be made by:

1. School requesting the Red Cross to provide sheltering facilities as dictated by the emergency.
2. Local, county or state agency requested the Red Cross to provide sheltering facilities as dictated by the emergency.

The Red Cross will staff the shelter and will supply materials and food as needed. If school district supplies are drawn upon during the time of the disaster, or if the building becomes damaged as a result of use or misuse, then the Red Cross will reimburse the school district.

C

C. DISTRICT RESOURCES

SCHOOL DISTRICT ENROLLMENT/STAFF

2025-26

SCHOOL	GRADES	# STUDENTS	# ADMIN.	#TCHR/STAFF/CUST
Theodore Roosevelt	UPK - 2	323	1	31 Faculty 22 Non-Professional
Woodrow Wilson	3 - 5	299	1	24 Faculty 15 Non-Professional
John F. Kennedy Middle School	6 - 8	288	2	28 Faculty 6 Non-Professional
John F. Kennedy High School	9 - 12	373	2	43 Faculty 32 Non-Professional

DISTRICT ENROLLMENT – SPECIAL EDUCATION DIVISION

SCHOOL	# STUDENTS	# TEACHER/STAFF
Theodore Roosevelt		
Woodrow Wilson		
John F. Kennedy Middle		
John F. Kennedy High		

Contact Person and Phone Number:

Jessica Emmerling – 891-6429 phone
891-6430 fax

OTHER SCHOOL DISTRICT PERSONNEL

TITLE	NAME	WORK / CELL
<i>Superintendent:</i>	Andrea Galenski	891-6402
<i>President, Board of Education:</i>	Gary Sieczkarek	891-6427
<i>Vice President, Board of Education:</i>	James Stachewicz	891-6427
<i>Business Administrator</i>	Wayne Drescher	891-6405
<i>Chief Emergency Officer:</i>	Jeffrey Mochrie	891-6424
<i>Facilities Manager:</i>	Joseph Goodrow	891-6412 / 863-2436
<i>AHERA Designee:</i>	Joseph Goodrow	891-6412 / 863-2436
<i>Principals:</i>	JFK HS- Robert Julian JFK MS- Christopher Farrell WW-Elizabeth Zaccarine TR- Jeffrey Mochrie	891-6407 897-7301 891-6419 891-6424
<i>Head Custodians:</i>	JFK- Ken Thielke WW- William Schultz TR- Phil Kruse	867-1704 867-1589 867-1739
<i>School Nurses:</i>	JFK MS/HS- TBD WW- Felicia Herrmann TR- Dawn Ricotta	891-6410 891-6420 891-6424
<i>Transportation Supervisor:</i>	Wayne Drescher Phil Caccamise (First Student)	891-6405 684-9440

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2305.1

WIRELESS

TITLE	NAME	TELEPHONE NUMBER
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QUALIFIED SCHOOL MEDICAL PERSONNEL

NAME	CPR/AED	RED CROSS FIRST AID	FIRST RESP. NYS EMT	BUILDING
TBD	X	X		JFK – MS/HS
Herrmann, Felicia	X	X		WW
Ricotta, Dawn	X	X		TR

COMMUNICATION RECOMMENDATIONS

Within Buildings

1. Use of the public address system by an administrator or his/her delegate to provide information and/or direction to staff and students.
2. If unable to use electricity or public address system failure:
 - a. If there is NO time problem, an administrator or designee may walk through the building and inform faculty, staff and students of information and directions.
 - b. Use of a personnel delegate to communicate messages from chief administrator in charge to each floor and wing of the building. There should be as few persons as possible responsible to carry messages by word-of-mouth, as the more people used, the greater the chance of students and staff receiving misinformation.
 - c. The use of strategically located portable 2-way radios/cellular phones may be used throughout the building to help speed communications and relay information using fewer persons.
 - d. Communications may be made easier if students were collected in a centralized location (auditorium, gymnasium, etc.) rather than individual classrooms.

NOTE: In case of electrical system failure, public telephones may still be operational.

Between Buildings

1. Public Telephone – use a designated extension or private line may be kept clear for emergency information between building administrators or their delegates.
2. Portable 2-way radios may be used for communication if buildings are within range of each other. Cellular phones are another option.
3. Better 2-way radio communication may be made by use of a school bus or other school district vehicle operating on the same frequency.

RECOMMENDATIONS:

1. Each school should have at least two dependable portable radios/cellular phones which have a battery back-up system with extra batteries that may be used in an emergency.
2. Each school should have at least one dependable scanner which can be programmed to emergency information frequencies (weather, police, fire). This scanner should have a battery back-up system with extra batteries.
3. Each school district should have access to a minimum of two (2) cellular phones.

PUPIL TRANSPORTATION

Buses

Transportation provide by: First Student
2306 Walden Ave
Cheektowaga, NY 14225
716-684-9440

VEHICLE INVENTORY

Year	Vehicle	License Plate	Vin#
2026	Ford F450	AZ2834	1fd9x4ht3ed02734
2024	Chevy2500	AZ2820	1gc3yle77rf445326
2023	Ford e300	AZ2897	1fdwe3f98rd034343
2022	Ford F350	AZ2817	1ftf3b6xnec26999
2022	Ford F250	AZ2833	1ftbf2b63nec26998
2025	BobCat t550 Skidsteer		b57t113602
2022	John Deere 425 Tractor		1lv3046rhnn408634
2020	B2650 Kubota Tractor		kbub4ahclk1k79136
2019	BX2680 Kubota Tractor		kkbuc1chrekj20436k
2019	Bx2680 Kubota Tractor		bx2680tv60
2024	72" Kubota Zero Turn		zd1211l-3-72
2020	60' Kubota Zero Turn		zd1211-3-60
2015	John Deere 425 Gator		fh601da36999
2018	Air Tow Trailer	BC4187	512dd18t9kc106180
1995	C. C. Trailer	L10317	

D

D. CHAIN OF COMMAND

School Incident Command System

To provide for effective direction, control and coordination of an incident, the School ERP 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:



Staff assigned to the District Incident Command and Operations Team and their duties are identified in Section 2403 of this Manual.

VARIATIONS OF EMERGENCIES AND CHAIN OF COMMAND

There are three variations of emergencies which may present themselves to a school district:

1. Emergency situation within the school district is managed by the Superintendent, unless authority is shifted to the District Emergency Coordinator.

In this situation, the Superintendent or Emergency Coordinator is in control, and makes their own decisions to remediate the situation.

2. Emergency incident within the school district which requires the assistance of an outside agency.

When the Fire Department is called by the school district, then the fire chief or ranking officer is in charge. The school district planning committee should then act as a resource and coordinating agency within the school district.

When a law enforcement agency is called by the school district, the building administrator remains in charge. However, the law enforcement agency's recommendations should be fully complied with.

3. Emergency incident at local, county, state or national level where notification of the school district of the emergency is done from outside sources.

In the event of a large scale emergency, the outside coordinating agency (most likely the county) will be in charge and again the school district emergency coordinator and planning committee will act as a resource and coordinating agency within the school district.

**SCHOOL DISTRICT EMERGENCY
COMMAND/RESOURCE CENTER**

Primary Location: District Office
Woodrow Wilson Elementary School
166 Halstead Avenue
Sloan, NY 14212

Alternate Location: John F. Kennedy Middle/High School
305 Cayuga Creek Road
Cheektowaga, NY 14227

DUTIES OF DISTRICT-WIDE INCIDENT COMMAND AND OPERATIONS STAFF

Incident Commander (IC) <i>Emergency Response Officer</i> <i>(Police/Fire Chief)</i>	Develop Incident Action Plan (IAP). Has overall responsibility at the incident or event. Sets objectives and priorities based on agency direction.
Deputy Incident Commander <i>IC Designee</i>	Supports the Incident Commander in any capacity needed. For long term or large scale incidents, may act as Incident Commander during break periods/ rest periods.
Public Information Officer (PIO) <i>Superintendent</i>	Is the primary point of contact during an incident. Will work in conjunction with law enforcement and emergency services and public information officer at press briefings. ALL media contact will be through this individual.
Liaison Officer <i>Building Principal</i>	Will be the agency representative with outside agencies responding to the emergency event. Keeps Incident Commander informed of situation status.
Operations Officer <i>Supt. of Buildings & Grounds</i>	Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).
Logistics Officer <i>Supt. of Buildings & Grounds /</i> <i>Building Principal</i>	Provides resources and all other services needed to support the incident.
Planning Officer <i>IC Designee</i>	Develops the Incident Action Plan to accomplish the objectives. Collects and evaluates information, maintains status of assigned resources.
Finance/Administration <i>Business Official</i>	Monitors costs related to the incident/event. Provides accounting, procurement, time recording, cost analysis and overall fiscal guidance for the incident/event.

BUILDING LEVEL RESPONSE TEAM ROLES DEFINED

Primary Operations Administrator	Building Principal/Designee
Communications Liaison	Send and receive messages to and from outside personnel as needed by principal and other listed coordinators.
Emergency Services Liaison	Meet and coordinate first aid and other medical services.
Evacuation Site Coordinator	Sending site coordinator who will prepare to release the students to the new location and oversee the operations on this site until the main site is closed down and the Primary Operations Administrator arrives at the alternate site location.
Parent/Guardian Liaison	Handles all communications with parents and oversee the release of students after all attendance procedures are completed at the alternate site.
Site Management Attendance Coordinator	Assists in the attendance accounting for all students and adults at the alternate site before the release of any students. He/she will be assisted by the attendance personnel when they arrive from the primary site.
Transportation Coordinator(s)	Will receive and direct the buses when they enter the primary site to remove the students to the alternate site. The bus numbers and designations will be communicated to the primary site office or its alternate location for announcement to the teachers for dismissal and loading.
Mechanical Services Liaison	Assists the emergency services personnel locate key information and gain access to all parts of the primary site. He/she will secure the site after all intended personnel are relocated off the primary site.
Off-Site Emergency Coordinator(s)	Arrive at the alternate site before the arrival of the students and prepare the site for their arrival. Identify key areas which need to be opened and made ready. Make provisions for the other key personnel who will assist in the accounting and communication duties required to care for and later release the students to their parents. They will remain in charge of the alternate site until the arrival of the Primary Operations Administrator or the Evacuation Site Coordinator at which time they will support these personnel in their duties.

Other Personnel	Will assist in the accounting process and maintenance of order.
------------------------	---

PUBLIC INFORMATION/ MEDIA NOTIFICATION PLAN

As media personnel arrive to cover a story, they should be directed to a media staging/reception area and should not be allowed to interview students without expressed permission.

Media Site Selection

Several factors should be considered when selecting a site to which the media can go and from which information will be dispensed:

- | | |
|---------------------------|--|
| Physical Space: | Select a room or area that will accommodate a media conference attended by several news agencies and school support staff. |
| Containment: | Ensure the site does not permit access by the media to the Command Post or student population. |
| Necessary Accommodations: | Choose a location that permits direct access to rest rooms and telephones and has sufficient electrical outlets and space for equipment. |

Dissemination of Information

The Superintendent of Schools, or designee, will act as the Public Information Officer (P.I.O.) or Media Coordinator to work with the media during a crisis. The individual assigned this duty assumes responsibility for organizing the details.

During the crisis the Public Information Officer, P.I.O./Media Coordinator should greet reporters, direct them to the media staging area where they will be provided a news conference or press release.

Recommended Policy

The School District Superintendent will assign the P.I.O. or Media Coordinator for the district.

If there is a police or emergency service presence, release of information will be coordinated with the information officers from those agencies.

The P.I.O. for police, emergency services, and the school district will act as liaison to the media and coordinate press conferences and media deadlines.

Confidentiality and privacy issues regarding the identity of juveniles, staff members, and their involvement in a particular situation must be monitored very closely to prevent unauthorized disclosure of information.

The school district, police, and emergency services have an obligation to keep the media aware of significant developments as long as the investigation, actions, and/or locations are not compromised or parents/spouses are not unnecessarily alarmed.

Announcing to the media that only one person will be releasing information usually will prevent attempts to obtain information by circumventing the authorized channels.

If an arrest results from the situation, the police agency should coordinate this announcement through the school district spokesman and school superintendent so necessary steps can be taken by the school to prepare the faculty, students, and parents.

Tips for the P.I.O.

Ensure all media inquiries are routed to one person or office.

Prepare an official statement about the crisis and action being taken. Include information to answer the basic who, what, when, where, why, and how questions.

Do not reveal names of students or employees involved in the incident, without prior approval from the responding police, emergency services, and the school's legal department.

When responding to the media, use the prepared official statement as your guide.

Distribute the prepared statements to teachers, staff, and students, and ensure that they are given accurate and consistent information.

P.I.O. Guidelines

Be brief.

Avoid providing superfluous information or using professional jargon.

Do not appear to be concerned mainly about the schools reputation.

Anticipate questions, especially on potentially controversial issues.

Keep calm. Show sensitivity to the seriousness of the matter, but do not overreact.

Answer one question at a time and answer only the question that is asked.

Do not treat anything as “off the record.”

As official spokesperson, do not hesitate to say, “I don’t know” or “I will have to get back to you.”

Do not reply “no comment.” This infers that information is being withheld.

Ignore abrasive comments made by reporters and maintain a professional attitude.

Provide updates to the media as events unfold, even after the initial crisis is handled.

Remember to follow up when information is available; bear in mind that the public has a right to know and understand what has happened.

E

E. PROCEDURES FOR ANNUAL MULTI-HAZARD SCHOOL TRAINING FOR STAFF AND STUDENTS

The **Cheektowaga-Sloan Union Free School District** will ensure that Annual Multi-Hazard Training is made available to staff and students. The annual submission to NYSED of the school district's PDP (Professional Development Plan) will include allocated training blocks for violence prevention, emergency response procedures, mental health, and multi-hazard training.

Students, parents/guardians, and staff members will receive written information at the beginning of the regular school year summarizing the schools basic hazard plans and the availability of additional information and participation for those who desire. Emergency drills will be performed in compliance with education law § 807 and will be performed in a trauma-sensitive, developmentally, and age appropriate manner.

The **Cheektowaga-Sloan Union Free School District** will work cooperatively with emergency management and law enforcement officials to ensure training is effective and appropriate, as well as consistent with local municipal disaster plans.

Additional examples of training or awareness refreshers that may be performed include:

- Evacuation Procedures
- Hold/Shelter in Place Procedures
- Lockdown Procedures
- Secure Lockout Procedures
- Medical/AED Emergencies Refreshers
- Emergency Response Team Instruction or Rehearsal
- Communication Training & Validation
- Transportation Emergencies
- Public Information Scenarios
- Early Dismissals/Non-Scheduled Parental Release
- Reviewing the Roles & Responsibilities of the Emergency Chain of Command Implementation

F

F. PROCEDURES FOR THE REVIEW AND CONDUCT OF DRILLS AND OTHER EXERCISES TO TEST THE COMPONENTS OF THE PLAN.

The **Cheektowaga-Sloan Union Free School District**, in coordination with local and county emergency responders, will conduct and review drills, such as tabletops, that are components of the Comprehensive District Wide Multi-Hazard Plan. The Cheektowaga-Sloan Union Free School District will annually prioritize and schedule drills in conjunction with local and county officials. At the completion of any scheduled drill, the **Cheektowaga-Sloan Union Free School District** and local and county emergency responders will conduct an after action review of the sequence of events, and will update the Multi-Hazard Plan to reflect lessons learned.

After Action Reviews (AAR) should include perspectives from representatives of all exercise participants, with emphasis on community responders and subject matter experts. A properly conducted AAR will seek to document three important aspects of the event/training. The three aspects should include:

1. What went well? Positive reflections of the good things that happened (things to reinforce).
2. What needs improvement? Reflections upon the things that will require additional improvement and practice.
3. Identify the important issues or key aspects of any given event or drill. Individuals should be encouraged to offer a potential course of action when identifying deficiencies.

Events that should be reviewed for lessons learned may include:

- Evacuation/Fire Drills
- Hold/Shelter in Place Drills
- Lockdown Drills
- Secure Lockout Drills
- Medical/AED Emergencies Refreshers
- Emergency Response Team Instruction or Rehearsal
- Communication Checks/Validation
- Transportation Emergencies
- Public Information Releases (Actual or Notional)
- Early Dismissals/Non-scheduled Parental Releases
- Any event that requires the deployment of local emergency response personnel (i.e. Fire Alarm, Ambulance Call, Arrest on Campus).

TABLETOP EXERCISES

What are they?

An activity in which key staff are presented with simulated emergency situations without time constraints. Key staff should include school personnel, local and county emergency officials.

The exercise should be:

1. informal
2. carried out in a conference room environment
3. designed to elicit constructive discussion by participants as they attempt to examine and then resolve problems based on existing plans
4. beneficial for participants to evaluate plans and procedures and to resolve questions of coordination and assignment of responsibilities in a non-threatening format with minimum stress.

The Process

The tabletop, in its simplest form, begins with a simulated event that is usually described in a narrative.

The Purpose

To create for the players an “emergency” scene to which they will respond. Response is made to a set of problems related to the emergency scene.

Discussion

Takes place among the participants to solve the problems presented using the resources available to them.

Deliberate Attempt

To examine basic emergency planning and resource allocation problems without concerns for:

1. time pressures
2. stress
3. actual simulation of specific events
4. the ability to discuss decisions in depth with an emphasis on slow-paced problem solving rather than rapid, spontaneous decision making.

SECTION 3000: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school.

B. Identification of appropriate responses to emergencies, including protocols for responding to:

Building Related

● Emergency Utility Shut-Offs	3101
● Loss of Power	3102
● Natural Gas Leak	3103
● Heating System Failure	3104
● Loss of Building	3105
● Sewage System Failure	3106
● Water System Failure	3107

Natural Disasters

● Storm-Snow/Ice	3120
● Storm-Thunder/Lightning	3121
● Tornado	3122
● Take Cover Plan	3122
● Earthquake	3123
● Flood	3124

SECTION 3000: **RESPONDING TO THREATS AND ACTS OF VIOLENCE - Continued**

Environmental

- Airborne Gases 3130
- Asbestos Fiber Release Episode 3131
- Asbestos Response Team 3131
- Explosion 3132
- Oil/Gasoline/Hazardous Material 3133
- Fire 3134
- CO Alarm 3135

Civil Disturbances

- Bomb Threat 3140
- Biological Release Threat (Telephone) 3141
- Telephone Threat Form 3142
- Biological Release Threat (Letter/Package) 3143
- Hostage/Kidnapping 3144
- Intruder 3146
- Threats of Violence 3147
- Acts of Violence 3148

Medical Emergencies

- General Guidelines for Medical Emergencies 3150
- School Bus Accident and/or Fire 3151

C. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

- Parent(s)/Spouse(s) Notification and Reception Center Plan 3200
- Threats of Violence: Notification Memo To Parent(s)/Guardian(s) 3205
- Emergency Closing 3210
- Delayed Plan 3210
- Early Dismissal Plan 3210

A

Please refer to District Policy Manual

B

B. BUILDING RELATED

EMERGENCY UTILITY SHUT-OFFS

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

BUILDING NAME	
	<i>LOCATION OF SHUT OFF</i>
<i>NATURAL GAS:</i>	
<i>ELECTRIC:</i>	
<i>WATER:</i>	
<i>AIR HANDLING UNIT:</i>	
NOTE:	

Response Action:Person(s) Responsible

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Upon discovery or detection of an electrical system failure: <ol style="list-style-type: none"> a. Sound fire alarm if there is any question as to the safety of the building occupants b. Notify head of Building Maintenance c. Notify Supt. of Buildings & Grounds or Director of Facilities 2. Notify Building Administrator 3. Evaluate problem insofar as possible 4. Notify Superintendent 5. Curtail or cease building operations, as appropriate: <ol style="list-style-type: none"> a. Shelter at School b. Early Dismissal c. Evacuate d. Resume Normal Activity e. Make proper notifications 6. Evaluate problem and commence appropriate <u>remedial</u> action 7. Termination of Contingency:
Notify staff, parents and students | <ol style="list-style-type: none"> 1. First person on the scene. 2. Head of Building Maintenance 3. Supt. of Buildings & Grounds, or Director of Facilities 4. Building Administrator 5. Building Administrator 6. Supt. of Buildings & Grounds or Director of Facilities 7. Superintendent |
|---|--|

Comments:

<u>Response Action:</u>	<u>Person(s) Responsible</u>
1. Upon discovery or detection of a gas leak notify Head of Building Maintenance	1. First person on the scene
2. Evaluate the problem insofar as possible. Shut off gas supply if prudent and wise	2. Head of Building Maintenance
3. Notify Superintendent of Buildings and Grounds or Director of Facilities	3. Head of Building Maintenance
4. Notify Building Administrator	4. Supt. of Buildings & Grounds or Director of Facilities
5. Notify Superintendent	5. Building Administrator
6. Curtail or cease building operations as appropriate: a. Shelter at School b. Early Dismissal c. Evacuate d. Resume Normal Activity e. Make proper notifications	6. Building Administrator
7. Evaluate problem and commence appropriate <u>remedial</u> action	7. Supt. of Buildings & Grounds or Director of Facilities
8. Termination of Contingency: Notify staff, parents and students	8. Superintendent

Comments:

Response ActionPerson(s) Responsible:

- | | |
|---|---|
| 1. Upon discovery or detection of heating system failure notify Head of Building Maintenance | 1. First on scene |
| 2. Notify Supt. of Buildings & Grounds or Director of Facilities | 2. Head of Building Maintenance |
| 3. Notify Building Administrator | 3. Supt. of Buildings & Grounds or Director of Facilities |
| 4. Evaluate problem insofar as possible | 4. Supt. of Buildings & Grounds or Building Administrator |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Curtail or cease building operations as appropriate:
a. Shelter at School
b. Early Dismissal
c. Evacuate
d. Resume Normal Activity
e. Make proper notifications | 6. Building Administrator |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action | 7. Supt. of Buildings & Grounds or Director of Facilities |
| 8. Termination of Contingency: Notify staff, parents and students | 8. Superintendent |

Comments:

Response Action:Person(s) Responsible:

- | | |
|--|---|
| 1. Relocate Education Program(s) displaced by an emergency which renders all or parts of a building unusable for school | 1. Building Administrator, Superintendent |
| 2. Establish remedial response, as appropriate for the day incident occurred <ol style="list-style-type: none">Shelter at SchoolEarly DismissalEvacuateResume normal activity | 2. Building Administrator Superintendent |
| 3. Revise pupil transportation system as necessary | 3. Superintendent, Building Administrator, Transportation Supervisor |
| 4. Notify school districts of any changes | 4. Superintendent |
| 5. Notify staff, parents, and students | 5. Superintendent |
| 6. <u>Recovery</u> <ol style="list-style-type: none">Assess damage, cause, effect, remediationCleanup; following insurance company concurrenceAscertain insurance settlement, if anyDevelop architectural/engineering solutions as neededDevelop instructions to contractors - plans and specifications; bid procedures; if not a formally declared emergencyProgress with work in accordance with procedures for any public capital project. | 6. Board of Education Superintendent; Director of Facilities or Supt. of Buildings & Grounds; Business Official |

Comments:

Response Action:Person(s) Responsible:

- | | |
|--|--|
| 1. Upon discovery or detection of a sewer system failure, notify the Head of Building Maintenance | 1. First at scene |
| 2. Notify Supt. of Buildings & Grounds or Director of Facilities | 2. Head of Building Maintenance |
| 3. Evaluate problem insofar as possible | 3. Head of Building Maintenance, Supt. of Buildings & Grounds or Director of Facilities |
| 4. Notify Building Administrator | 4. Supt. of Buildings & Grounds or Director of Facilities |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Curtail or cease building operations, as appropriate:
a. Shelter at School
b. Early Dismissal
c. Evacuate
d. Resume normal activity
e. Make proper notifications | 6. Building Administrator |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action | 7. Director of Facilities, Supt. of Buildings & Grounds, Superintendent, Board of Education, Business Official |
| 8. Termination of Emergency
a. Notify staff, parents and students
b. Resume building operation | 8. Superintendent |

Comments:

Response Action:

Person(s) Responsible:

- | | |
|--|--|
| 1. Upon discovery or detection of water failure notify Head of Building Maintenance | 1. First on scene |
| 2. Notify Supt. of Buildings & Grounds or Director of Facilities | 2. Head of Building Maintenance |
| 3. Evaluate problem insofar as possible. Commence established remedial response | 3. Supt. of Buildings & Grounds, or Director of Facilities; Head of Building Maintenance |
| 4. Notify Building Administrator | 4. Supt. of Buildings & Grounds or Director of Facilities |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Curtail or cease building operations, as appropriate:
a. Shelter at School
b. Early Dismissal
c. Evacuate
d. Resume normal activity | 6. Superintendent |
| 7. Termination of Contingency
a. Notify staff, parents and students
b. Resume building operation | 7. Superintendent |

Comments:

B. NATURAL DISASTERS

Response Action:

Person(s) Responsible:

1. Monitor weather and road conditions

1. Superintendent

2. Close schools if conditions deteriorate.

2. Superintendent

3. Institute Go-Home plan

3. Superintendent

4. Notify parents via television

4. Superintendent

Comments:

Response Action:

Person(s) Responsible:

- | | |
|---|-------------------------------------|
| 1. Monitor the closeness and intensity of the storm | 1. Building Administrator |
| 2. Curtail all outdoor activities if conditions warrant | 2. Building Administrator |
| 3. Summon all persons into building(s) | 3. Building Administrator; teachers |
| 4. Termination of contingency | 4. Building Administrator |

Comments:

Response Action:

Person(s) Responsible:

- | | |
|---|---|
| 1. Monitor any weather bureau tornado watch/warning | 1. Building Administrator, Superintendent |
| 2. If tornado is imminent, curtail all outdoor activities; summon all persons into building(s) | 2. Building Administrators |
| 3. Initiate SHELTER IN PLACE | 3. Building Administrators |
| 4. If tornado is sighted in vicinity of school, Initiate TAKE COVER PLAN | 4. Building Administrators: Teachers |
| 5. Termination of contingency | 5. Building Administrator |
| 6. Recovery: if building is damaged, refer to contingency plans for System Failures | 6. Superintendent |
| 7. Curtail or cease building operations as appropriate:
a. Shelter at School
b. Early Dismissal
c. Evacuate
d. Resume normal activity | 7. Superintendent |

Comments:

1. In the event of imminent danger due to a natural or man-made disaster, the facility will be notified by phone or intercom. Staff and students will be notified to take cover.
2. Staff and students should be directed to the designated shelter areas. These could include: basements and hallways on the ground floor that are not parallel to the tornados path, which is usually from the southwest.
3. **Never** use gymnasium, auditorium, or other rooms with wide, free-span roofs.
4. Teachers and students **should know** their designated shelter areas.
5. Children in school rooms of weak construction, such as portable or temporary classrooms, should be escorted to sturdier buildings or to predetermined ditches, culverts, or ravines.
6. When staff and students are assembled in school basements, interior hallways or ditches, culverts or ravines they should assume the proper position. This position is everybody down; crouch on elbows and knees; and hands over back of head.
7. School Bus Drivers should be instructed to use the procedures stated in #5 and #6. If their bus is caught in the open and a tornado is approaching. They should be far enough away so the bus does not topple on them.

Response Action:

Person(s) Responsible:

- | | |
|--|--|
| 1. Follow directions of county emergency announcements made on local radio. | 1. Superintendent |
| 2. Provide for the safety of staff and students. Activate shelter plan and recommendations for earthquake. | 2. Superintendent; Building Administrator |
| 3. Notify other school districts of pending problems and actions to be taken | 3. Supt. of Buildings & Grounds, or Director of Facilities |
| 4. Notify parents via television | 4. Superintendent |

Comments:

Response Action:

Person(s) Responsible:

1. Monitor weather and road conditions, contact local disaster coordinator

1. Superintendent

2. Curtail or cease building operations, as appropriate:
a. Early Dismissal
b. Shelter at School
c. Evacuate
d. Resume normal activity

2. Superintendent

3. Notify parents via television

3. Superintendent

Comments:

B. ENVIRONMENTAL

Response Action:

Person(s) Responsible:

- | | |
|--|---|
| 1. Notify Building Administrator | 1. First person on the scene |
| 2. Notify 911 (Local Fire Department) | 2. Building Administrator |
| 3. Implement Evacuation Plan.
Direction of evacuation depending
on wind direction. | 3. Building Administrator, Fire
Department |
| 4. Notify Superintendent | 4. Building Administrator |

Comments:

ASBESTOS FIBER RELEASE EPISODE

Response Action:

Person(s) Responsible:

- | | |
|---|---------------------------|
| 1. Remove occupants from room, area, wing immediately. Isolate the area as soon as possible. | 1. First person on scene |
| 2. Notify Building Administrator
Notify Head of Building Maintenance
and Supt. of Buildings & Grounds | 2. First person on scene |
| 3. Notify school district AHERA designee | 3. Building Administrator |
| 4. Shut down or modify air handling unit to restrict air movement. | 4. Building Maintenance |
| 5. Contact Asbestos Response Team
(see next page) | 5. AHERA Designee |
| 6. Lock and secure room in closed condition. | 6. AHERA Designee |
| 7. If possible, duct tape perimeter of door | 7. AHERA Designee |
| 8. Post signs to prevent entry by unauthorized persons, if needed | 8. AHERA Designee |
| 9. Curtail or cease building operations, as appropriate
a. Evacuate
b. Early Dismissal | 9. Building Administrator |
| 10. Contact Erie 1 BOCES Safety Risk Management for assistance in coordinating air sampling (TEM) | 10. AHERA Designee |
| 11. After receiving sampling results, determine if there was a fiber migration throughout the building. If air sampling shows a migration, plan strategy. If no fiber migration took place, resume normal activity for next day.
Maintain security of the release area. | 11. Superintendent |
| 12. Make proper notifications. | 12. Superintendent |

Comments:

AHERA Designee

Name: Joseph Goodrow

Phone Number – 891-6412

NYS Certified Personnel

Supervisor – Joseph Goodrow

Supervisor – Richard Sarama

Response Action:Person(s) Responsible:

- | | |
|--|---------------------------|
| 1. Upon occurrence of an explosion in a building:
a. Activate fire alarm
b. If fire alarm is inoperative notify Building Administrator by runner | 1. First person on scene |
| 2. Curtail or cease building operations:
a. Evacuate
b. Sheltering | 2. Building Administrator |
| 3. Summon fire department | 3. Building Administrator |
| 4. Notify Superintendent | 4. Building Administrator |
| 5. Upon their arrival, advise fire department of the situation and follow their instructions | 5. Building Administrator |
| 6. Termination of Emergency | 6. Fire department |
| 7. Resume, curtail or cease building operation, as appropriate | 7. Superintendent |
| 8. Make proper notifications | 8. Superintendent |

Comments:

Response Action:Person(s) Responsible:

- | | |
|--|---|
| 1. Upon the discovery or detection of an oil/gasoline spill on school property:
a. Notify Director of Facilities or Superintendent of Buildings & Grounds
b. Notify Building Administrator | 1. First person on scene |
| 2. Evaluate the problem insofar as possible
a. Stop source of spill if possible
b. Commence established remedial response | 2. Director of Facilities or Supt.of Buildings& Grounds |
| 3. Notify the local fire department and follow their instructions | 3. Director of Facilities or Supt. Of Buildings&Grounds |
| 4. Within 2 hours of discovery of leak or spill the DEC <u>must</u> be contacted
DEC Hotline: 1-800-457-7362 | 4. Director of Facilities or Supt. Buildings & Grounds |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Contact Erie 1 BOCES, Safety Risk, if necessary | 6. Superintendent |
| 7. Curtail or cease building operation, as appropriate:
a. Early Dismissal
b. Evacuate
c. Resume normal activity | 7. Superintendent |
| 8. Make proper notifications | 8. Superintendent |

Comments:

Response Action:

Person(s) Responsible:

- | | |
|--|---|
| 1. Upon discovery or detection of smoke or fire or evidence thereof sound fire alarm immediately | 1. First person(s) on scene |
| 2. Evacuate the building | 2. Building Administrator |
| 3. Summon Fire Department Administrator/Designee | 3. Building |
| 4. Upon arrival, advise Fire Department of the situation and follow their instructions | 4. Building Administrator |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Termination of emergency | 6. Fire Department |
| 7. Resume, curtail or cease building operation, as appropriate | 7. Superintendent |
| a. Evacuate | |
| b. Early Dismissal | |
| c. Resume normal activity | |
| 8. Make proper notifications | 8. Superintendent, Building Administrator |

Comments:

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/ staff and school property in the event of a CO alarm.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a CO alarm.

Core Functions

In the event of a CO alarm, schools will activate the Emergency Response Team and contact the local Fire Department for their assistance. Practiced procedures will be put in to action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

Functional Annexes that may be activated in the event of a CO alarm may include the following:

- Shelter-in-Place
- Evacuation
- Early Dismissal
- Accounting For All Persons
- Reunification
- Community Notification Plan
- Media Plan

Activating the Emergency Response Plan

All CO alarms are monitored by the district alarm monitoring service. In the event of a CO alarm, they will promptly notify the Fire Department and building staff according to the designated notification list. The Incident Commander shall implement the procedures specified in this annex as appropriate.

Incident Commander Actions

- Activate the Emergency Response Team and establish a command post. Notify the Building Custodian, Supervisor of Buildings & Grounds, Superintendent and call 911.
- Activate the Shelter In Place Plan. Relocate affected section(s) of the building to alternate areas of the building not affected by the alarm. Use the PA system to provide instruction to staff and students.
- In consultation with Fire and District personnel, determine whether to evacuate the building. Relocate the command post outdoors if necessary. Do not use the fire alarm system for evacuation notification.

- In consultation with Fire and District personnel, determine whether to implement the Early Dismissal Plan.
- Activate the Accounting For All Persons Plan.
- In consultation with Fire and District personnel, determine and execute appropriate corrective action measures.
- Resume normal operations when safe to do so.
- Implement the Reunification Annex and District Recovery Plan, if necessary.

Staff Actions

- Implement the appropriate response procedures to keep students safe.
- When safe to do so and instructed by the Incident Commander, implement Accounting for All Persons and Reunification Annexes.

Building Custodian

- Evaluate the problem.
- Shut off the affected unit.

Supervisor of Buildings and Grounds

- Evaluate the problem.
- Commence appropriate corrective action measures.

Superintendent

- Implement Community Notification and Media Plans, if necessary.

B. CIVIL DISTURBANCES

BOMB THREAT GUIDELINES

General

- A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received.
- The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.
- Two alternatives to evacuation are *compartmentalization* and *pre-clearance*.
- Compartmentalization relies on students remaining in their present locations while school administration and authorities assess and investigate the threat. Variations of compartmentalization – such as moving certain segments of the school population based upon new or developing information – can also be utilized in an effective response.
-
- Pre-clearance relies on anticipating a threat, and conducting pre-clearance and security screening. (see page 3).

Receiving Bomb Threats

Written Threats

- Contact Police (911)
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- Handling of written bomb threat should be kept to an absolute minimum, since it may be used as evidence in a criminal investigation.
- Fingerprints may be taken from the note to help determine its source.
- A threat written on a bathroom wall, mirror, or stall should not be removed until it is viewed or documented (photographed) by law enforcement.

Telephone or Other Verbal Threats

- Contact Police (911)
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- The **NYSP Bomb Threat Instruction Card** should be placed next to telephones that are most likely to receive such calls.
- The bomb threat caller is the best source of information about a possible bomb.
- It is desirable that more than one person listens in on the call.

- Persons likely to receive a threatening call (switchboard) should receive special training and have a list of emergency agency telephone numbers available, as well as the telephone numbers of school officials to be immediately contacted.

BOMB THREAT GUIDELINES (Con't.)

- If possible, the telephone threat should be taped.
- Caller identification or other types of tracing devices should be considered.

Information to be asked of the caller includes:

- Where is the bomb located?
 - When will the bomb go off?
 - What does the bomb look like?
 - What kind of explosive is involved?
 - Why was the bomb placed?
 - What is your name? (The caller may be caught off guard and give you his or her name).
- Also note: time of call; language used by caller; gender; approximate age; speech characteristic (slow, fast, soft, disguised, intoxicated); noticeable background noise (music, motors running, street traffic).

Suspicious Packages

- Contact Police (911).
- Anyone receiving a suspicious package must immediately notify the school building administrator.
- Mail bombs can be contained in letters, books, and parcels of varying sizes, shapes, and colors.
- Letter bombs may feel rigid, appear uneven or lopsided, or are bulkier than normal.
- The container is irregularly shaped, asymmetrical, and has soft spots and bulges.
- There may be oil stains on the wrapper. The wrapper may emit a peculiar odor.
- The package may be unprofessionally wrapped and be endorsed with phrases such as "Fragile – Handle with Care," "Rush – Do Not Delay," "To Be Opened in the Privacy of ___," "Prize Enclosed," or "Your Lucky Day is Here."
- There may be cut and paste lettering on the address label.
- The package may have not postage or non-cancelled postage.
- The package may exhibit protruding wires, foil, string, or tape.
- The package may emit a buzzing or ticking noise.
- A suspect letter or package may arrive immediately before or after a telephone call from an unknown person asking if the item was received.

BOMB THREAT GUIDELINES (Con't.)

- **Do not open** or squeeze the envelope or package.
- **Do not pull** or release any wire, string, or hook.
- **Do not** turn or shake the letter or package.
- **Do not** put the letter or package in water or near heat.
- **Do not** touch the letter or package, thereby compromising fingerprint evidence.
- **Do** move people away from the suspected envelope or package.
- **Do** notify the state and/or local police (911).
- **Do activate your emergency plan for dealing with bombs.**

Investigating Bomb Threats

- Appropriate law enforcement agencies must be notified.
- Be aware of availability and limitations of specialized emergency services-including bomb squads, hazardous materials management, county, and state emergency management agencies.
 - Be aware that law enforcement agencies generally do not initially send out bomb sniffing dogs.
 - Bomb sniffing dogs have a limited time of efficiency so that their use is carefully considered.
- The school district administrator makes the decision regarding evacuation, continuation, or dismissal of school – first responders can assist and consult with them to make their decision (joint decision making – unified command).
- Police may enlist the assistance of the school faculty/staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Scanning does not involve touching or handling a suspect object.
- Once the incident has been resolved and no longer poses a danger, a full threat assessment inquiry should be conducted on the person making the threat if one is identified.

PRE-CLEARANCE AND SECURITY SCREENING IN LIEU OF EVACUATION (DURING TESTING)

- It is strongly recommended that school officials carefully coordinate this option in cooperation with local law enforcement officials.
- This option may only be implemented prior to the receipt of an actual bomb threat,

And

- Only after building and grounds have been “cleared” at the start of the day and continually monitored throughout the day.

BOMB THREAT GUIDELINES (Con't.)

- This option may be appropriate when a school reasonably anticipates the receipt of a bomb threat or if there is a particular concern over the possibility of a bomb threat. (During the administration of Regents examinations or during other school-wide events).

School Employee Involvement

- Schools may form teams of volunteers from administration, faculty, and staff to assist in sweeping a building or grounds for anything that looks out of place.
- Prior to an incident, school officials should make certain that people who volunteer in the school building, such as parents or other community members, are trained and aware of their responsibilities.
- School employees who volunteer or by job duty are assigned to assist, should have access to building keys, floor plans, and information about shut-off valves for heat, electricity, water, and ventilation (HVAC).

School Bomb Threat Reporting Form

In 1999, the Office of Facilities Planning started collecting data on school bomb threats via a reporting form included in the February 1999 school bomb threat guidance document issued by the State Education Department and the State Police. This process predated the Uniform Violent Incident Reporting (UVIR) process mandated by Project SAVE – which also includes school bomb threat data.

Since the UVIR system is now operational, please note that we are no longer accepting the 1999 bomb threat reporting form. Please report all bomb threat data annually on the UVIR. This will eliminate duplicate work by both school and SED staff. For additional guidance on the UVIR, please see: <http://www.emsc.nysed.gov/sss/SAVE/>.

Bomb Threat Checklist	Place under your phone or save to your computer desktop
------------------------------	---

Exact wording of threat	Questions to ask
<div style="border: 1px solid black; height: 150px;"></div>	Where is the bomb located?
	When will it go off?
	What does it look like?
	What kind of bomb is it?
	What will make it explode
	Did you place the bomb? Why?
	Where are you calling from?
What is your name?	

Observations about the call

Estimated age:	Voice familiar? If so, who does it sound like:
Voice computer generated? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Threat read from script? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Threat played from recording? Yes <input type="checkbox"/> No <input type="checkbox"/>	

Phone number displayed on caller ID:

Caller's Voice		Background Noises		Threat language			
Female	<input type="checkbox"/>	Excited	<input type="checkbox"/>	Airplane	<input type="checkbox"/>	Incoherent	<input type="checkbox"/>
Male	<input type="checkbox"/>	Laughter	<input type="checkbox"/>	Animal	<input type="checkbox"/>	Irrational	<input type="checkbox"/>
Accent	<input type="checkbox"/>	Lisp	<input type="checkbox"/>	Factory machinery	<input type="checkbox"/>	Profane	<input type="checkbox"/>
Angry	<input type="checkbox"/>	Loud	<input type="checkbox"/>	Household	<input type="checkbox"/>	Well-spoken	<input type="checkbox"/>
Calm	<input type="checkbox"/>	Nasal	<input type="checkbox"/>	Kitchen	<input type="checkbox"/>		
Clearing throat	<input type="checkbox"/>	Normal	<input type="checkbox"/>	Music	<input type="checkbox"/>		
Coughing	<input type="checkbox"/>	Ragged	<input type="checkbox"/>	Office machinery	<input type="checkbox"/>		
Cracking voice	<input type="checkbox"/>	Rapid	<input type="checkbox"/>	PA system	<input type="checkbox"/>		
Crying	<input type="checkbox"/>	Raspy	<input type="checkbox"/>	Quiet	<input type="checkbox"/>		
Deep	<input type="checkbox"/>	Slow	<input type="checkbox"/>	Street	<input type="checkbox"/>		
Deep breathing	<input type="checkbox"/>	Slurred	<input type="checkbox"/>	Train	<input type="checkbox"/>		
Disguised	<input type="checkbox"/>	Soft	<input type="checkbox"/>	Voices	<input type="checkbox"/>		
Distinct	<input type="checkbox"/>	Stutter	<input type="checkbox"/>				

Other Information

Date of call: Time call started: Time call ended: Name of call taker : Number call received at: Call Reported to: Phone number:	Notes:
---	--------

Bomb Threat Checklist

Place under your phone or save to your computer desktop

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with first responders and other stakeholders.

Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist.

If a bomb threat is received by phone

- Keep the caller on the line for as long as possible.
- Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities with information and await instructions.
- If possible, write a note to a colleague to call the authorities.
- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.
- If your phone has a display, copy the number and/or letters on the window display.
- Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
- DO NOT HANG UP, even if the caller does.

If a bomb threat is received by written note

- Call 911
- Notify building administrator
- Handle note as minimally as possible
- Do not remove threats from walls, mirrors, or other locations

If a bomb threat is received by e-mail/social media

- Call 911
- Notify building administrator
- Do not delete the message

Signs of a suspicious package

- | | |
|---|--|
| <ul style="list-style-type: none"> • Excessive/Foreign/No/Non-cancelled postage • Incorrect titles • Misspelled words • No return address • Poorly handwritten or cut and paste lettering • Endorsements such as: "Fragile – Handle with Care," "Rush – Do not delay," "To be opened in the privacy of ____." | <ul style="list-style-type: none"> • Protruding wires, foil, string, or tape • Stains • Strange odor • Strange sounds • Unexpected delivery |
|---|--|

Do not touch suspicious packages
Do not use two-way radios or cell phones

BIOLOGICAL RELEASE THREAT BY TELEPHONE

3141

Response Action:

Person(s) Responsible:

Upon notification of a Biological Release by telephone:

- | | |
|---|---|
| 1. The person receiving the call should gather as much information as possible by using the supplied "Telephone Threat Form." | 1. First to contact |
| 2. Upon completion of the telephone threat, the person receiving the call should attempt to immediately trace the call. | 2. First to contact |
| 3. Contact the building principal, if this happens in Central Office contact the Superintendent by telephone. | 3. First to contact |
| 4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet. | 4. Principal, Superintendent |
| 5. Notify Buildings & Grounds to shut down the HVAC units throughout the building. | 5. Principal, Superintendent |
| 6. Secure the building, do not allow entrance or exit from the building. Students and staff participating in outdoor activities should remain outdoors or take refuge in another building. | 6. Principal, Superintendent, Teachers, Staff |
| 7. Activate the Shelter In Place Plan
Curtailed the following until an assessment is made by police, fire and local disaster coordinator:
a. Free movement throughout the building
b. Food preparation and distribution
c. Let staff and students know of the situation and how often they will be updated | 7. Principal, Superintendent
Teachers, Staff |
| 8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment. | 8. Police, Fire, Disaster Coordinator
Superintendent |
| 9. If the incident is ruled to be a false alarm, a note telling parents of the details could be processed and sent home for the parents to read. | 9. Superintendent |
| 10. If the incident escalates, arrangements should be made for the following:
1. Staging area for parents/guardians coming to the building to pick up their child/children. Children will not be released until the incident is brought to closure, therefore this area would be used to communicate with and calm parent/guardians.
2. Staging area for the media. Timely reports given to avoid inaccurate information. | 10. Superintendent |
| 11. Implement appropriate plan
a) Resume normal activity
b) Early dismissal | 11. Superintendent |

Comments:

TELEPHONE THREAT FORM

School Building: _____

Date: _____

Time: _____

Recall to best of knowledge exact words of caller:

Questions to be asked:

1. Where is the package located?
2. What does it look like?
3. What is in the package?
4. Why are you doing this?
5. What is your address?
6. What is your name?

Voice: Male _____ Child _____ Young _____

Female _____ Old _____ Middle Aged _____

Accent _____

Background noise? _____

Have you heard voice before? _____

Person receiving call? _____

Response Action:

Person(s) Responsible:

Upon notification of a Biological Release by letter or package:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. The person receiving the letter or package once opened do not handle or move it to another area. Using your "Good Samaritan" kit that was intended for blood and body fluid cleanup, use the towelette to wash your hands until you are cleared to leave the area. 2. Secure the area, do not leave or let any one into the area. 3. Contact the building principal, if this happens in Central Office contact the Superintendent by telephone. 4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet. 5. Notify Buildings & Grounds to shut down the HVAC units throughout the building. 6. Secure the building, do not allow entrance or exit from the building. Students and staff participating in outdoor activities should remain outdoors or take refuge in another building. 7. Activate the Shelter in place plan. Curtail the following until an assessment is made by police, fire and local disaster coordinator: <ol style="list-style-type: none"> a. Free movement throughout the building b. Food preparation and distribution c. Let staff and students know of the situation and how often they will be updated 8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment. 9. If the incident is ruled to be a false alarm, a note telling parents of the details could be processed and sent home for the parents to read. 10. If the incident escalates, arrangements should be made for the following: <ol style="list-style-type: none"> 1) Staging area for parents/guardians coming to the building to pick up their child/ children. Children will not be released until the incident is brought to closure, therefore this area would be used to communicate with and calm parent/guardians. 2) Staging area for the media. Timely reports given to avoid inaccurate information. 11. Implement appropriate plan <ol style="list-style-type: none"> a) Resume normal activity b) Early dismissal | <ol style="list-style-type: none"> 1. First to contact 2. First to contact 3. First to contact 4. Principal, Superintendent 5. Principal, Superintendent 6. Principal, Superintendent, Teachers, Staff 7. Principal, Superintendent Teachers, Staff 8. Police, Fire, Disaster Coordinator Superintendent 9. Superintendent 10. Superintendent 11. Superintendent |
|--|---|

Comments:

6/2026

Response Action:

Person(s) Responsible:

- | | |
|---|-----------------------------------|
| 1. Identify hostage situation | 1. First person on scene |
| 2. Notify Building Administrator | 2. First person on scene |
| 3. Activate the Lockdown Plan | 3. Principal |
| 4. Notify the local police and follow their instructions. | 4. Building Administrator |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Notify parents or spouse of hostage(s) | 6. Superintendent |
| 7. Termination of emergency | 7. Police, Building Administrator |
| 8. Make proper notifications | 8. Superintendent |

Comments:

Response Action:Person(s) Responsible:

- | | |
|---|------------------------------------|
| 1. Identify intruder | 1. First person on scene |
| 2. Notify Building Administrator | 2. First person on scene |
| 3. Activate the Lockdown Plan | 3. Principal |
| 4. Confront intruder, if prudent and wise | 4. Building Administrator |
| 5. Escort intruder out of the building. Record make, color and license plate number of vehicle | 5. Building Administrator |
| 6. If intruder refuses to leave, maintain surveillance. If the intruder does leave but circumstances lead you to expect trouble, summon the local police. | 6. Building Administrator |
| 7. Advise police of situation and follow their instructions | 7. Building Administrator |
| 8. Notify Superintendent | 8. Building Administrator |
| 9. Notify staff and students of incident | 9. Building Administrator |
| 10. Termination of Contingency | 10. Police, Building Administrator |

Comments:

Response Action:

Person(s) Responsible:

- | | |
|--|---------------------------|
| 1. Use of staff trained in de-escalation or other strategies to diffuse the situation. | 1. Principal |
| 2. Inform building principal of implied threat or direct threat. | 2. First person on scene |
| 3. Determine level of threat with Superintendent/ Designee | 3. Principal/Designee |
| 4. Contact appropriate law enforcement agency, if necessary. | 4. Building Administrator |
| 5. Monitor situation, adjust response as appropriate, include the possible use of Emergency Response Team. | 5. Building Administrator |

NOTE: *Refer to NYS Police Threat Assessment Model (2007)

Comments:

Response Action:

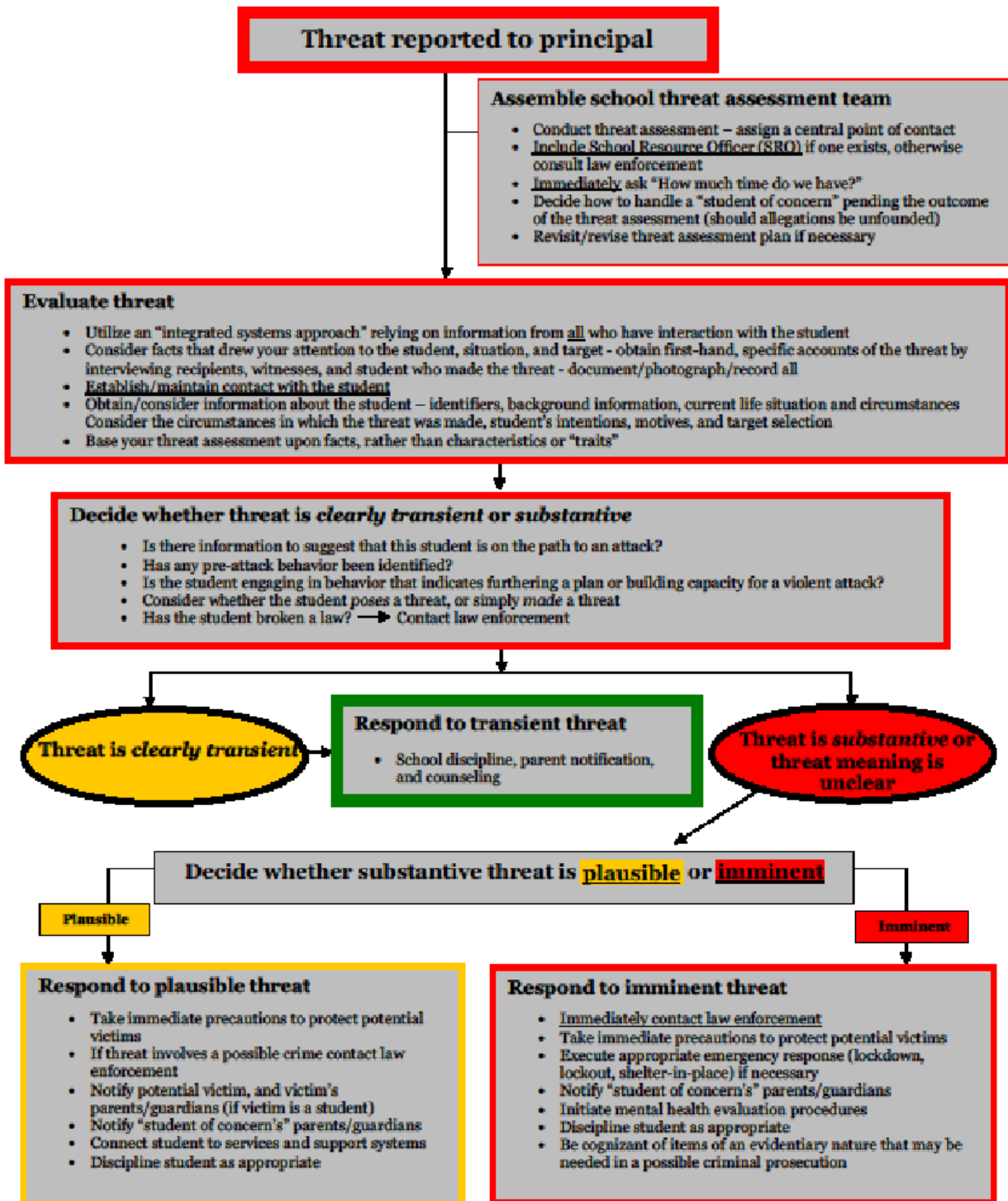
Person(s) Responsible:

- | | |
|--|---------------------------|
| 1. Determine level of threat with Superintendent/Designee | 1. Principal |
| 2. If warranted, isolate the immediate area and evacuate if appropriate. | 2. First person on scene |
| 3. Inform Superintendent | 3. Principal/Designee |
| 4. If necessary, initiate lockdown procedure and contact law enforcement agencies. | 4. Building Administrator |
| 5. Monitor situation, adjust response as appropriate. If necessary, initiate Early Dismissal, Sheltering or Evacuation Procedures. | 5. Building Administrator |

NOTE: *Refer to NYS Police Threat Assessment Model (2007)

Comments:

New York State Police Threat Assessment Model, (2007)



New York State Police Model for Student Threat Assessment, (2007)

B. MEDICAL EMERGENCIES

Response Action:Person(s) Responsible:

- | | |
|--|---|
| 1. Summon help or request someone call for help | 1. First person on scene |
| 2. Identify the stricken person | 2. First person on scene, trained medical personnel |
| 3. Protect the injured or ill person from further injury | 3. First person on scene, trained medical personnel |
| 4. Comfort the victim and administer first aid, if necessary | 4. Trained medical personnel |
| 5. Assess the need for further medical attention | 5. Trained medical personnel |
| 6. Notify Building Administrator | 6. Trained medical personnel |
| 7. Notify parent or guardian | 7. Building Administrator |

RECOMMENDATIONS:

In each case, the guiding principles are to provide appropriate emergency care until competent medical or parental care is secured. Emergency care is not authorized beyond basic first aid. First aid is treatment such as will protect the life and comfort of the victim until authorized medical treatment is available or, in the case of a student, until the child is placed under the care of the parent or guardian.

Signed instructions for emergencies from parents, guardians and from school personnel should be on file in the school medical office and the school main office. These signed statements should include the name and age of the person (pupil or employee) name, address and telephone number where one or both parents may be reached at home and at work; name, address and telephone number of another person who has agreed to care for the child if the parent cannot be reached; name, address and telephone number of the family physician, family dentist, and preferred hospital; written authorization from the parent for school personnel to call the physician or hospital in serious emergencies when the parent cannot be reached.

Response Action:

Person(s) Responsible:

- | | |
|---|---------------------------------|
| 1. Relocate pupils away from danger area | 1. School bus driver, students |
| 2. Render first aid to injured persons | 2. Qualified person(s) on scene |
| 3. If necessary, request emergency assistance.
Ambulance, fire department and/or police | 3. Qualified person(s) on scene |
| 4. Notify Building Administrator, if needed. Request
spare vehicle to transport uninjured pupils | |
| 5. Identify the victims and where they are being
transported to | 5. Qualified person(s) on scene |
| 6. Notify parents or spouse of the victims | 6. Building Administrator |
| 7. Complete School District Accident Report Forms | 7. School Nurse |

Comments:

C

C. PARENT(S)/SPOUSE(S) AND RECEPTION CENTER NOTIFICATION PLAN

Utilize telephone lists or television and radio media to notify parents and spouses of an emergency involving an occupied school facility and/or Activate "All Call" System. (2008)

Designate a reception center at a location away from the incident. Provide this information during the notification process.

Several factors should be considered when selecting a reception center. They are as follows:

Physical Space:	Select a site that will accommodate a large influx of people to include parents and/or spouses and district representatives.
Containment:	Ensure that the site does not permit access by the media and is isolated from the Incident Command Post (I.C.P.), Emergency Operation Center (E.O.C.), and student body.
Necessary Accommodations:	Select a location that permits direct access to rest rooms and telephones and allows for the serving of refreshments. Several rooms should be made available for grieving family members and counseling sessions.
Support Personnel/ Agencies:	If the situation warrants, station counselors, members of the clergy, medical personnel and Critical Incident Stress Debriefing Team at the reception center. A law enforcement/emergency services representative should be at the site also.
Dissemination of Information:	The Superintendent of Schools should assign, in advance, a staff member as the liaison/information specialist to work with the parents/spouses during a crisis. The individual assigned this duty must assume responsibility for arranging the details and providing accurate, up-to-date information regarding the incident.

C. SAMPLE

THREATS OF VIOLENCE IN THE SCHOOL: NOTIFICATION TO PARENT/GUARDIANS

(Date)

Dear Parents/Guardians:

Due to recent events which have occurred in schools throughout the country, our school district has placed renewed efforts and priority on helping to ensure a safe and secure school environment for our students and staff, and to implement measures to prevent school violence.

We are asking your cooperation in helping us address the issue of violence in our schools. It is only through cooperation with the home that the schools can be successful in implementing appropriate standards of student behavior.

Attached to this letter is a copy of our School District Policy addressing Threats of Violence in the School. We have also enclosed for your review a copy of a summary of the *Code of Conduct for the Maintenance of Order on School Property* which provides a list of sample proscribed activities (which is not intended to be exhaustive), as well as the range of disciplinary actions which may be taken. The complete *Code of Conduct* shall be available upon request.

Effective immediately, if your child threatens violence against others, whether staff and/or students, or makes threats involving the school or school buildings, he/she will face immediate disciplinary action as well as possible referral to local law enforcement agencies.

Additionally, the school district retains the right to seek restitution for any costs or damages incurred as a result of a student's actions and/or threats, such as the evacuation of the school building.

We are requesting that you discuss with your child the importance of his/her cooperation in reporting threats of violence against others, suicide threats, or threats involving the school building by calling the school hotline or reporting the threat to faculty members or the building principal.

Please discuss the attached Policy and *Code of Conduct* summary with your child, and sign and return the bottom portion of this form to the classroom teachers within the next seven (7) days.

Sincerely,

(Principal)

Please detach and have your child return to his/her classroom teacher.

My child, _____, and I have read, discussed and understand the Policy addressing Threats of Violence in the School and the *Code of Conduct* summary.

Signature of Parent(s)/Guardian(s) _____ Date _____

EMERGENCY CLOSINGS

The superintendent is empowered to close the district schools, delay the opening, or to dismiss students early in the event of hazardous conditions, including weather, which threaten the safety of students.

In making the decision to close schools, either the superintendent or his/her designee shall consider many factors, including the following:

- 1) The availability of parent(s)/guardian(s) to receive the student at home in the event schools should be dismissed early.
- 2) The health and safety of students remaining in a school environment.
- 3) Weather conditions, both existing and predicted.
- 4) Driving and traffic conditions affecting public and private transportation facilities.
- 5) Continuance or discontinuance of the operations of business, commercial and professional people in the area.

Facts will be assembled from the appropriate agencies and organizations before any decisions are made. For example, the Highway Department, Police Department, Weather Bureau, transportation companies and other governmental agencies, as needed, will be called.

Following the decision, communications will begin for the total notification of the students and staff. Either the superintendent or his/her designee shall notify the public media. Employees should listen to broadcasts beginning at 6:00 o'clock a.m. Any employee who is doubtful about reporting should contact his/her immediate supervisor.

Delayed School Plan

When it appears likely that weather and/or street conditions will improve later in the morning, a "delayed school opening" announcement may be made to the public. Employees shall make an effort to report to their assignment at the regular starting time.

"A" Schedule (One hour delay in all school starting times):

All schools will begin one hour later than normal starting times and dismiss at regular time.

"B" Schedule (Two hour delay in all school starting times):

All schools will begin two hours later than normal starting times and dismiss at regular time.

EMERGENCY CLOSINGS – Continued

Early Dismissal School Plan

When a sudden, unanticipated emergency condition, including weather alert, arises after school has commenced, and it is deemed appropriate to close schools and offices, the following actions will be followed:

- 1) The media will be called and the public will be informed of the decision.
- 2) Schools will be dismissed with dismissal time arranged to parallel the arrival of buses. No staff member may leave his/her assignment until all students have left the building (unless authorized to do so by the principal).
- 3) Elementary students can be released to the custody of their parent/guardian or another designated adult.

Staff Assignments

The superintendent is responsible for the effective operation of the school district at all times. Under Education Law, Sections 1711 and 3012, the superintendent is empowered to require certain groups of employees to work while other employees are not required to work because the absence of students reduces the productivity of these employees.

When schools are officially closed for students due to inclement weather or other emergency conditions:

- 1) In general, school-based personnel will not report with the exception of the building plant operators, custodians, maintenance, and janitorial staff, as per negotiated agreement.
- 2) The Superintendent of Buildings and Grounds, the transportation supervisor and the superintendent will report to work, along with other designated employees.
- 3) Principals will remain responsible for security of their schools and for seeing that the building and grounds are made as ready as possible for school on the next scheduled day.

Parent/Guardian Notifications

Principals have the responsibility to urge parents/guardians to make plans for the emergency supervision of their children should an all-day closing, a delayed opening, or an early closing of school be necessary.

Radio announcements or telephone trees may be used to notify staff members.

EMERGENCY CLOSINGS - Continued

<u>Responsibility</u>		<u>Action</u>
Before School		
Superintendent/Designee	1)	Consults with highway officials or other agencies regarding road conditions and predicted weather patterns.
	2)	Makes decision as to closing.
	3)	If decision is to close, notifies: a. Television stations b. Principals
During School		
Transportation Supervisor	1)	Consults with highway officials or other agencies regarding road conditions and predicted weather patterns.
	2)	Informs superintendent of adverse conditions.
Superintendent	3)	Makes decision as to closing.
Superintendent/Designee	4)	If decision is to close, notifies: a. Transportation Supervisor b. Television stations c. Principals d. Staff and Students
Transportation Supervisor	5)	Notifies drivers and substitutes where Necessary.
	6)	Reschedules school pickups as soon as decision is made.

SECTION 4000: COMMUNICATION WITH OTHERS

- A. Description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies
 - Step-by-Step Procedures 4100

- B. Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law 4200

- C. A system for informing all educational agencies within a school district of a disaster.
 - Statement 4300

A

A. IN THE EVENT OF AN EMERGENCY OR VIOLENT INCIDENT THAT REQUIRES THE ASSISTANCE OF EMERGENCY RESPONSE AGENCIES

STEP 1	Call 911
STEP 2	<p>Give Specific Information to the 911 Dispatcher</p> <ul style="list-style-type: none"> ● What type of emergency ● Where – address, room, what floor ● Who/how many are affected ● Directions to access the scene
STEP 3	Local agencies, such as police, fire, ambulance, highway or public works, disaster coordinator will respond first
STEP 4	After assessing the emergency, LOCAL RESPONSE AGENCIES will contact county, state and federal agencies if additional assistance is necessary or if a disaster is declared which will invoke Article 2-B (see page 4200)
STEP 5	Post incident response can be coordinated through local and county agencies. These could include the Red Cross, United Way Agencies and other local, county and state mental health resources.

B

- § 29-a. Suspension of other laws
- § 29-b. Use of civil defense forces in disasters
- § 29-c. Radiological preparedness
- § 29-d. Reports

HISTORY:

Add, L 1978, ch 640, § 3, eff Apr 1, 1979

CROSS REFERENCES:

This article referred to in § § 20, 21; CLS Unconsol ch 131 § 20.

§ 20. Natural and man-made disasters; policy; definitions

1. It shall be the policy of the state that:
 - a. local government and emergency service organizations continue their essential role as the first line of defense in times of disaster, and that the state provide appropriate supportive services to the extent necessary;
 - b. local chief executives take an active and personal role in the development and implementation of disaster preparedness programs and be vested with authority and responsibility in order to insure the success of such programs;
 - c. state and local natural disaster and emergency response functions be coordinated in order to bring the fullest protection and benefit to the people;
 - d. state resources be organized and prepared for immediate effective response to disasters which are beyond the capability of local governments and emergency service organizations; and
 - e. state and local plans, organizational arrangements, and response capability required to executive the provisions of this article shall at all times be the most effective that current circumstances and existing resources allow.
2. As used in this article the following terms shall have the following meanings:
 - a. "disaster" means occurrence or imminent threat of wide spread or severe damage, injury, or loss of life or property resulting from any natural or man-made causes, including, but not limited to, fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, wind, storm, wave action, volcanic activity, epidemic, air contamination, blight, drought, infestation, explosion, radiological accident or water contamination.
 - b. "state disaster emergency" means a period beginning with a declaration by the governor that a disaster exists and ending upon the termination thereof.
 - c. "municipality" means a public corporation as defined in subdivision one of section sixty-six of the general construction law and a special district as defined in subdivision sixteen of section one hundred two of the real property tax law.
 - d. "commission" means the disaster preparedness commission created pursuant to section twenty-one of this article.
 - e. "emergency services organization" means a public or private agency, organization or group organized and functioning for the purpose of providing fire, medical, ambulance, rescue, housing, food or other services directed toward relieving human suffering, injury or loss of life or damage to property as a result of an emergency, including non-profit and governmentally-supported organizations, but excluding governmental agencies.
 - f. "chief executive" means:
 - (1) a county executive or manager of a county;
 - (2) in a county not having a county executive or manager, the chairman or other presiding officer of the county legislative body;
 - (3) a mayor of a city or village, except where a city or village has a manager, it shall mean such manager; and
 - (4) a supervisor of a town, except where a town has a manager, it shall mean such manager.

C

C. IN THE EVENT OF AN EMERGENCY WITHIN THE SUPERVISORY DISTRICT TERRITORIAL LIMITS, THE SUPERINTENDENT, OR DESIGNEE, OF THE CHEEKTOWAGA-SLOAN UNION FREE SCHOOL DISTRICT WILL:

- 1) Act as the chief communication liaison for the non-public Educational agencies listed on the following pages
- 2) Contact the Erie 1 BOCES District Superintendent
- 3) Offer resources that are available.

SECTION 5000: PREVENTION AND INTERVENTION STRATEGIES

- A. Policies and procedures related to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures
- Safety/Security 5000
- B. Procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to: 5100
- Board of Education Policies
 - Community Notification of Sex Offenders
 - Staff Development Training
 - Building Staff Meetings
 - Crisis Management
- C. Appropriate prevention and intervention strategies such as: 5200
- Collaborative agreements with local law enforcement officials (Memorandum)
 - Non-violent conflict resolution training program
 - Peer mediation programs and youth courts
- D. Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of: 5300
- Youth-run programs,
 - Peer mediation,
 - Conflict resolution,
 - Creating a forum or designating a mentor for students concerned with bullying or violence,
 - Establishing anonymous reporting mechanisms for school violence, and
 - Others based on district need
- E. Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel. 5400

A

The **Cheektowaga-Sloan School** District is committed to maintaining a safe and orderly environment for learning. To that end the District will take advantage of every legal means to insure the safety of all students and staff in all buildings.

Currently all doors in all buildings are locked with entry only through designated entryways that are monitored by camera. Entrance is only allowed after identification and the door is unlocked electronically. All visitors are of course required to register in the school office and receive a visitor identification card. All students and staff are required to visibly carry their personal identification cards.

The buildings are also monitored by an electronic security system with access allowed only to authorized personnel through use of individual specific security codes. All personnel who regularly handle incoming phone calls have been prepared to handle calls that contain threats. A card with procedures listed is to be kept near each phone.

All threats and/or acts of violence are to be reported to the Town of Cheektowaga Police Officer, assigned as a liaison to the school district, for investigation and any other further action deemed appropriate.

Students will also be subject to the discipline procedures as outlined in the Code of Conduct.

B

5100

Information about potential security problems is encouraged to be shared with teachers, administrators, parents or students so that appropriate preventive action may be taken. Messages may be left anonymously on the District “hot line” with follow up action to be taken as soon as possible.

The District will comply with the requirement that at least 2 hours of violence prevention training be provided to staff members each year.

School social workers, guidance counselors, and school health professionals will work with students and staff on the identification and prevention of potential security risks. The resources of the Family Services Network will be utilized whenever a match can be made between needs and services for students and their families as well as for staff training.

The District will continue to cooperate with the other Cheektowaga districts in the dissemination of information regarding sex offenders in compliance with the law.

C

The Memorandum of Agreement between the Cheektowaga Police Department and the four Cheektowaga school districts will be supported, maintained and updated as needed. The procedures and practices included in the Memorandum have been and will continue to be utilized by the District.

The District will continue to create opportunities for interaction between the students and police officers.

DRAFT

MEMORANDUM OF UNDERSTANDING

Between the

CHEEKTOWAGA POLICE DEPARTMENT

AND

CHEEKTOWAGA-SLOAN SCHOOL DISTRICT

**MEMORANDUM OF UNDERSTANDING BETWEEN THE
TOWN OF CHEEKTOWAGA POLICE DEPARTMENT AND
THE CHEEKTOWAGA-SLOAN UNION FREE SCHOOL DISTRICT**

PROJECT “SAVE” (Safe Schools Against Violence in Education)

While violence isn't the only safety issue schools face, the past decade has witnessed numerous acts of tragic violence in schools in all parts of the nation. Since 1992, twenty-two schools throughout the country have experienced multiple victim homicides. In the last three years alone, nine acts of violence on school grounds have resulted in the deaths of twenty-five students and four teachers, and the wounding of another seventy-two students and three school employees. These senseless acts of violence have occurred in urban, suburban and rural communities where people previously believed that such an incident could not happen in their schools. Fortunately, no school in New York State has been the site of the types of horrific violence that have occurred in other schools throughout the nation.

New York State schools, however, are not free of the types of violent student behavior and student victimization that seriously impede the educational progress of students. The 1999 Youth Risk Behavior Survey (YRBS), conducted by the Centers for Disease Control and Prevention, was administered to a representative sample of students throughout New York State high schools. The survey results document the continued presence of safety concerns on the part of many students. Students being threatened bodily harm by beating or with a weapon on school property, bringing weapons to school for protection and students not attending school due to concern for their safety were reported in the survey.

The “SAVE” legislation requires school districts to work collaboratively with local law enforcement agencies to develop strategies that will create an environment that will be conducive to the learning and teaching process.

GENERAL STATEMENT

The **Town of Cheektowaga Police Department** and the Board of Education for the **Cheektowaga-Sloan Union Free School District** recognize that the abuse of alcohol and other drugs and the threat to personal safety are societal problems and the remediation of these problems must begin at the community level. These two groups pledge to adopt a formal “Memorandum of Understanding” that will outline for both the rights and responsibilities each will assume to affect positive change.

Both parties agree that as we ask school personnel to take a more active role in observing the behavior of students and to make decisions about the appropriateness of that behavior, that the role of students, teachers, staff and the law enforcement officials involved must be clearly understood.

PROCEDURE

Any student or school district employee will immediately report any of the aforementioned noncompliance of the school district “Drug Free Policy” and “Gun Free Policy” directly to the Building administrator. The Building Administrator shall have authority to take appropriate action immediately and will notify the Superintendent as soon as is reasonably possible.

MEMORANDUM OF UNDERSTANDING

The **Cheektowaga-Sloan Union Free School District** and the **Town of Cheektowaga Police Department** agree to work collaboratively in developing a “Memorandum of Understanding” that addresses the following:

- 1) The types of incidents that require notification of the police department.
- 2) The expectations of the students, counselors, teachers and administrators regarding the discovery of alcohol and other drugs, or weapons in school, on school grounds or at school sponsored activities.
- 3) The notification process necessary when a student is found in possession of alcohol, illegal drugs or dangerous weapons.
- 4) The procedures outlining the actions of law enforcement officers when contraband is turned over to them by school officials.
- 5) The procedures by which students and parents will be notified of the adoption of this Memorandum of Understanding.

POLICE DEPARTMENT ACTION

- 1) The Chief of Police agrees that any officer responding to the school shall act responsibly to ensure that a trusting relationship is fostered with all school personnel.
- 2) The police will respond to any call relating to violations of the law as soon as is reasonably possible.
- 3) If a student is arrested, notification of parent/guardian will follow the District "Code of Conduct" policy.
- 4) In instances where the removal of the student is essential to insure the safety of himself/herself or others, the police will do so immediately and work with the school district to contact the parent/guardian as soon as is reasonably possible.
- 5) The police will remove any confiscated illegal drugs, drug paraphernalia or dangerous weapons in possession of the school administration.
- 6) The police will cooperate with the school to ensure that the education process is not disrupted whenever possible.
- 7) A designated officer will be appointed to serve on the district "Building Level SAVE Team. (Liaison)
- 8) School Administration will be notified by the police regarding incidents that were reported but not by school administration.
- 9) All police personnel will receive a copy of the procedures

ACTIONS OF SCHOOL PERSONNEL

- 1) The school district will have a procedure in place that will be used to report incidents of abuse, possession of alcohol or drugs, drug paraphernalia and dangerous weapons to school administration.
- 2) All school personnel will receive a copy of the procedure.
- 3) The Building Administrator/Designee is authorized to call the police liaison to report any illegal activity or need for assistance.

WHAT SHOULD BE REPORTED TO THE SCHOOL ADMINISTRATOR

- 1) Possession of alcohol by a minor.
- 2) Possession of illegal drugs or misuse of over the counter drugs.
- 3) The possession of drug paraphernalia.
- 4) Students suspected, found, or admitting to being under the influence of alcohol or other drugs in school or at school sponsored activities.
- 5) The possession of any firearm or other illegal weapon on school property or at school sponsored activities.
- 6) Any time there is a threat of severe bodily harm or homicide to anyone on school property or at school sponsored events.

WHAT SHOULD BE REPORTED TO THE POLICE

- 1) Possession of alcohol by a minor aged 16-20 years old.
- 2) Possession of illegal drugs to include inhalants, marijuana, cocaine, crack, heroin, LSD, PCP, amphetamines, all steroids and designer drugs.
- 3) Any student in possession of or under the influence of alcohol or other drugs for whom a parent or immediate family member cannot be contacted.
- 4) Intoxication of any student that is deemed to be a behavior or safety problem to school personnel or other students or school property.
- 5) Possession of drug paraphernalia as described in the penal law.
- 6) Possession of illegal weapons.
- 7) Where there is a threat of bodily harm or homicide to anyone on school property or school sponsored events, the individual threatened may elect to file a formal complaint with the police department.

(Signature) President – Board of Education Date

(Signature) Superintendent Date

(Signature) Building Principal Date

(Signature) Chief of Police Date

D

The **Cheektowaga-Sloan Union Free School District** recognizes the importance of good communication among students and between students and staff and encourages the school community to strive for improvement at all times. Sharing information is the first line of defense in keeping our schools safe. It is vital that our students understand that reporting information about potential problems is a way of preventing harm to another. Reporting concerns that may impact on the safety and health of others is the responsibility of the entire **Cheektowaga-Sloan Union Free School District** community.

Short-term and long-term strategies to bettering communication and preventing violence in our schools include:

- Set clear expectations for students, and communicate these standards to students, staff and parents
- Pay attention to what students are saying
- Peer listening and mediation
- Develop identification and reporting procedures to record students who show signs and symptoms of violent behavior
- Encourage communication among parents, students, staff and community members about any concerns to appropriate resource people in schools and communities
- Foster collaboration among school, home and community for peaceable schools
- Train staff to listen and question effectively

E

E. DESCRIPTION OF DUTIES, HIRING AND SCREENING PROCESS, REQUIRED TRAINING OF HALL MONITORS AND OTHER SCHOOL SAFETY PERSONNEL.

The process of establishing the duties for hall monitors and other school safety personnel shall rely on past practice, or be completed by civil service with consultation of the **Cheektowaga-Sloan Union Free School District**, or shall be determined by the **Cheektowaga-Sloan Union Free School District** pursuant to applicable Federal, State, County and Municipal guidance. (Example found in appendix)

The **Cheektowaga-Sloan Union Free School District** is an equal opportunity employer. The Civil Rights Act 1964 prohibits discrimination in employment because of race, sex or national origin. Public Law 90-202 prohibits discrimination because of age. Section 504 of the rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

The process of hiring hall monitors and/or school safety personnel will follow applicable Federal, State, County and Municipal laws & Guidelines. The qualifications for such positions will be established by civil service when applicable or by the Board of Education. On or after July 1st, 2001, all newly hired school personnel will be required to submit two sets of fingerprints for the purpose of background checks, consistent with the S.A.V.E. Legislation of 2000.

If the Cheektowaga-Sloan Union Free School District uses the service of a contractual security company, the district should verify with the Department of State's License Bureau to ensure that the prospective contractor is an authorized employer in good standing.

If the **Cheektowaga-Sloan Union Free School District**, a public (exempt) entity, employs at least one security guard, then the district is subject to the Security Guard Act of 1992 (General Business Law § 89-f (5), (7)). Any public entity employing a security guard must ensure that the security guard is registered with the NYS Department of State. The Department of State will only register applicants who have satisfied the requirements established by the Secretary. Registration for a security guard is effective two years. No school district shall knowingly employ a person as a security guard unless: the school district has verified with the Department (State) that such person possess a valid

**E. DESCRIPTION OF DUTIES, HIRING AND SCREENING
PROCESS, REQUIRED TRAINING OF HALL MONITORS
AND OTHER SCHOOL SAFETY PERSONNEL -
CONTINUED**

registration card which has not expired or been revoked; or Such school district has filed with the Department (State) in a manner prescribed by rules and regulations promulgated by the Department. (Duties of a security guard and requirements and of a NYS Security Guard License are included in the appendix) A district employing a security guard must provide proof of self insurance or liability insurance coverage to the Department of State in the Amount of \$100,000 per occurrence and \$300,000 in the aggregate (General Business Law § 89-g (6)). A licensed security guard in New York State must undergo an Investigation. Within five business days after the receipt of an application the department (state) shall transmit to the division (DCJS) two sets of fingerprints and the fee required pursuant to paragraph (b) of subdivision ten of section eighty-nine-h of Gen. Bus. Law and cause to be conducted a search of state files to ascertain whether the applicant has been charged with or convicted of a serious offense and may cause to be conducted an investigation to verify the information contained in the application provided. Under section 89-o of the General Business Law, the secretary of state is empowered to adopt rules and regulation implementing the provisions of this article. Such rules and regulations shall include criteria for determining whether a person is a security guard or whether a particular function is a security guard function as defined by subdivision six of section eighty-nine –f of this article.

Job Description – Monitor

Provided by Erie County Civil Service

SCHOOL MONITOR SCHOOLS
ERIE COUNTY
SCHOOLS
DISTRICT

DISTINGUISHING FEATURES OF THE CLASS: The work involves performing non-teaching duties in overseeing student activities during regular school session and after hours in a suburban school district. This work of ordinary difficulty, involving responsibility of assisting teachers and administrators by performing assigned routine tasks, including the supervision and care of children. The incumbent must be firm, but courteous and congenial in exercising their influence on students. Since there are definite limits in the type and complexities of assignments, the class of school monitor differs in that respect from teacher aide, which usually involves duties of greater difficulty, generally requiring specific skills or abilities. Work is performed under the direct supervision of a principal, teacher or school administrator. Does related work as required.

TYPICAL WORK ACTIVITIES:

Assists in supervising recreation and lunch periods and study halls;
Guides children safety across streets and intersections;
Maintains order in gymnasiums, locker rooms, swimming pools, and assigned areas before and after school; Oversees students passing between classes and in locker rooms and on premises before and after school;
Issues athletic supplies and equipment when required;
Helps children in lower grades with wearing apparel;
May assist in arraigning and ordering films, projectors, VCR. and other learning aides as required;
May be assigned to assist bus drivers with pupils boarding, riding and leaving school busses.

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Ability to establish good relationships and get along well with children, and command their respect; ability to maintain order and to enforce school regulations with firmness; ability to get along with teachers, administrators, and others; ability to understand and follow oral and written instructions; good power of observation; dependability; neat personal appearance; tact; courtesy; good judgement; physical condition commensurate with the demands of the position.

Job Description – Monitor - Continued

MINIMUM QUALIFICATIONS:

- A. Graduation from high school or possession of a high school equivalency diploma; or four (4) years experience in the care and supervision of children; or
- B. An equivalent combination of training and experience as defined by the limits of (A.) and (B.)

NOTE: Verifiable part-time and or volunteer experience will be pro-rated toward meeting full-time experience requirements

NOTE: A person assigned to this position does not have the authority to direct traffic. This is the function of a police officer only.

Job Description – Security Guard

Provided by the NYS Department of State

Description

A security guard is defined as a person employed within New York State, other than active police officers and federally regulated personnel, to principally perform one or more of the following duties without performing the functions of a private investigator.

Protection of individuals and/or property from harm, theft or other unlawful activity;
Deterrence, observation, detection and/or reporting of incidents in order to prevent any unlawful or unauthorized activity including but not limited to unlawful or unauthorized intrusion or entry, larceny, vandalism, abuse, arson or trespass on property;

Street patrol service;

Response to but not installation or service of a security system alarm installed and/or used to prevent or detect unauthorized intrusion, robbery, burglary, theft, pilferage and other losses and/or to maintain security of protected premises.

Registration Requirements

An applicant must file an application with the New York State Department of State's Division of Licensing Services in order to become registered as a security guard. In addition, the applicant must meet the following requirements:

Complete a minimum of 8 hours of pre-assignment training

Not have been convicted of a serious offense

Be of good moral character and fitness

Not have been discharged from a correctional/law enforcement agency for incompetence or misconduct

Individuals that meet these qualifications, and those indicated below will be issued a photographic ID card signifying that they are authorized to perform security guard functions. Since these ID cards are made by the Department of Motor Vehicles (DMV) using the image on file in their office from the individual's NYS Driver's License or Non-Driver ID card, applicants must provide their 9-digit DMV ID number where requested on their Security Guard application. Once their Security Guard application is approved for registration, the applicant's name and DMV number are sent to DMV to have an ID card made. The Department of Motor Vehicles will mail the ID card to the applicant's residence address on file with the Department of State.

Job Description – Security Guard - Continued

Age

Must be at least 18 years of age.

Training

Security guards are required to complete training programs administered by the Division of Criminal Justice Services, Bureau for Municipal Police. Those courses are:

8 hours pre-assignment training

16-hour on the job training (must be completed within 90 days of employment)

8 hours of annual in service

47-hour firearms course for security guards who carry a firearm

Holders of a special armed guard registration card must complete an additional 8-hour in service training course annually.

Fees

\$36 - 2-year registration

\$50 - Fingerprint fee payable to Division of Criminal Justice Services with original application

\$25 - Renewal fee, every 2 years

Licensing Authority

New York State Department of State

Division of Licensing Services

84 Holland Avenue

Albany, New York 12208-3490

Phone: (518) 473-2739

Fax: (518) 473-2730/1

Occupational Reference Codes

33-9032 - Security Guards - Dictionary of Standard Occupational Classifications, October 2000

APPENDIX II - Public Employer Health Emergency Plan

Appendix II of the Cheektowaga-Sloan Union Free School District Safety Plan

RE: Public Employer Health Emergency Plan



This plan has been developed in accordance with NYS legislation S8617B/A108

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 paragraphs k and l 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 District Leadership Team, representatives of the Cheektowaga-Sloan District Safety Committee, the Teachers Association of Cheektowaga-Sloan Union Free School District (TAC), Civil Service Employees Association, Inc., (CSEA), the Sloan School Clerical Employees Association, and Cheektowaga-Sloan Union Free School District Administrators Association 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.

This plan has been approved in accordance with requirements applicable to the agency, jurisdiction, authority, or district, as represented by the signature of the authorized individual below.

As the authorized official of the Cheektowaga-Sloan Union Free School District, I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraphs k and l 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, to address public health emergency planning requirements.

Signed on this day: date

By: Andrea L. Galenski

Signature: _____

Title: Superintendent of Schools

Record of Changes

Date of Change	Description of Change	Implemented by

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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 paragraphs k and l 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 Cheektowaga-Sloan Union Free 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:

- G. Using hand sanitizer and washing hands with soap and water frequently, including:
 - After using the restroom
 - After returning from a public outing
 - After touching/dispersing of garbage
 - After using public computers, touching public tables, and countertops, etc.
- H. Practice social distancing when possible
- I. If you are feeling ill or have a fever, notify your supervisor immediately and go home
- J. If you are not feeling well, contact your supervisor and do not report to work.
- K. 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
- L. Clean and disinfect workstations at the beginning, middle, and end of each shift
- M. 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:

- D. The health and safety of our employees and contractors, and their families, is of utmost importance
- E. The circumstances of a public health emergency may directly impact our own operations
- F. 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
- G. The public and our constituency expects us to maintain a level of mission essential operations
- H. Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- I. Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement
- J. 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
- K. 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
- L. 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
- M. 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 Schools of the Cheektowaga-Sloan Union Free School District, her designee, or her 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 of Schools.

Upon the determination of implementing this plan, all employees and contractors of the Cheektowaga-Sloan Union Free School District shall be notified through written communication or current communication methods that are in place within the District through the School Messenger system, with details provided as possible and necessary, with additional information and updates provided on a regular basis. The Teachers Association of Cheektowaga-Sloan Union Free School District (TAC), Civil Service Employees Association, Inc., (CSEA), the Sloan

School Clerical Employees Association, and Cheektowaga-Sloan Union Free School District Administrators Association will be notified of pertinent operational changes by way of written communication or current communication methods that are in place within the District through the School Messenger system. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent of Schools will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of Schools of the Cheektowaga-Sloan Union Free School District, her designee, or her 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 Schools of the Cheektowaga-Sloan Union Free School District, her designee, or her successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, the Cheektowaga-Sloan Union Free 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:

- d. Maintain the safety of employees, contractors, and our constituency
- e. Provide vital services
- f. Provide services required by law
- g. Sustain quality operations
- h. Uphold the core values of the Cheektowaga-Sloan Union Free School District

The Cheektowaga-Sloan Union Free 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:

- 3. The time criticality of each essential function
- 4. Interdependency of a one function to others
- 5. 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 the Cheektowaga-Sloan Union Free School District have been identified as:

Essential Function	Description	Priority
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Cleaning, disinfecting and sanitizing	Cleaning, disinfecting and sanitizing are of critical importance to keep the school grounds safe.	1
Maintenance and groundwork	The District requires upkeep and security of buildings, school grounds, and mechanical systems.	1
Preparation and distribution of meals for students	It is essential that students be provided meals throughout a school closure period as required by State or Federal mandates. This includes ordering, preparation, and distribution of meals by District staff.	1
Technology	Maintenance of instructional technology related to instruction and day-to-day operations, MiFi units, software and equipment required for remote teaching and learning is essential to ensure educational programs continue for students throughout a school closure as required by State or Federal mandates.	1
Instruction for Students	During periods of school closure, it is essential to continue instructing students through a combination of synchronous and asynchronous tasks prepared and delivered by teachers as required by State or Federal mandates. The school principals and administrators will oversee this process and provide specific guidance and direction to comply with District and State requirements.	1
Communication	It is essential to have communication procedures in place so all educational stakeholders and the community are informed of important information throughout a school closure period.	1
Maintenance of operations and accountability related to internal District functions or State and Federal requirements	During periods of school closure, the District must still comply with required day-to-day internal operations and meet accountability requirements set forth by the State and Federal government.	2
Mail, package and supply delivery	It is essential to continue to resupply essential items for safety, disinfecting, cleaning and maintenance. Mail is an essential part of communications and fiscal operations.	2

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
Cleaning, disinfecting and sanitizing	<ol style="list-style-type: none"> 4. Buildings and Grounds Facilities Manager 5. Custodians 	Custodians and cleaners are essential to clean, sanitize, and disinfect all buildings throughout the District. The Buildings and Grounds Facilities Manager is responsible for overseeing the custodians, cleaners and the entire Buildings and Grounds Department.

	6. Cleaners	
Maintenance and groundwork	7. Buildings and Grounds Facilities Manager 8. Maintenance Mechanic 9. Groundworkers	The Maintenance Mechanic is essential for the upkeep of buildings and mechanical systems. The groundworkers are essential to maintain the school grounds as needed. The Buildings and Grounds Facilities Manager is responsible for overseeing the Buildings and Grounds Department.
Preparation and distribution of meals for students	10. School Lunch Manager 11. Cook Manager 12. Cook Baker 13. Food Service Helpers	The Cook Manager, Cook Baker, and food service helpers are essential in ordering, preparing and distributing food. The School Lunch Manager is responsible for overseeing the school lunch program and related managerial functions.
Technology	3. Coordinator of Data and Technology 4. BOCES IT support specialists	The Coordinator of Data and Technology oversees all technology needs for both students and staff and works in partnership with Erie 1 BOCES and their Technology Management Services Department to ensure that all technology needs are met.
Instruction for Students	g. District Leadership Team h. Principals i. Teachers j. Student Support Staff	The District Leadership Team is responsible for taking direction from the State and Federal government and analyzing all requirements set forth during a public health emergency. This information is disseminated to all teachers and staff by the respective building principals. This collaborative process ensures compliance and clear communication. The main priority is making sure that all students continue to receive an education and are supported emotionally whether attending school in person or remotely.
Communication	g. Superintendent of Schools or her designee or successor h. District Leadership Team	Clear and consistent communication is of critical importance to our District so that we ensure all families and our community remain informed and involved throughout a public health emergency. The District Website will serve as the main communication tool where important letters, reminders, updates, and school specific information is regularly posted.

	<ul style="list-style-type: none"> i. Principals j. Teachers k. Student Support Staff 	Other forms of communication important to the District are the School Messenger System, which includes the ability to text, call and email. Each school also communicates through school newsletters, District email, and other written communication mailed home to families.
Maintenance of operations and accountability related to internal District functions or State and Federal requirements	<ul style="list-style-type: none"> e. Superintendent of Schools f. District Leadership Team g. Principals 	It is critical to ensure that the District continues to comply with required day-to-day internal operations and meet accountability requirements set forth by the State and Federal government. The District Leadership Team will determine which faculty and staff are required to assist with needed tasks necessary to maintain daily operations.
Mail, package and supply delivery	<ul style="list-style-type: none"> 3. District Leadership Team 4. Custodians 5. Clerical 6. Additional Support Staff 	During a public health emergency, employees are needed to assist with critical tasks such as mail, package delivery and ordering/delivery of supplies. The District Leadership Team will determine which staff are required to assist with these important tasks and will assign them as needed.

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:

3. Identification of staff who will work remotely
4. Approval and assignment of remote work
5. Equipping staff for remote work, which may include:
 - Internet capable laptop
 - Necessary peripherals
 - Access to VPN and/or secure network drives
 - Access to software and databases necessary to perform their duties
 - A solution for telephone communications

Note that phone lines may need to be forwarded to off-site staff

The Superintendent of Schools, in conjunction with the District Leadership Team, will identify faculty and staff who can work remotely. The schedules for remote working are determined by the needs of the District to maintain operations. This may include having staggered work schedules where a combination of in-person and remote days are necessary. This may also include work schedules that are completely remote as determined by the Superintendent of Schools. Completely remote workers may be required to report in-person when the demands of a task cannot be completed remotely. If such tasks arrive, the direct supervisor will seek approval to

request staff to attend in person by contacting the Superintendent of Schools. If approval is granted, the direct supervisor will communicate with their faculty and staff about in-person tasks. All in-person tasks will reflect the safety guidance provided by the Health Departments including but not limited to occupancy restrictions, protective barriers, social distancing and personal protective equipment (PPE).

Direct supervisors will communicate with faculty and staff the details of remote schedules through a variety of ways including phone calls, emails or in-person meetings (virtual and in-person with social distancing in place).

Once remote workers are identified, direct supervisors will work with their faculty and staff to identify critical equipment and tools needed to work remotely. All approved software and hardware requests should be submitted through a work ticket. These requests will be reviewed by the Coordinator of Data and Technology and approved by the Business Official and Superintendent of Schools pending available funding.

All essential District Office staff have been provided access to the District's VPN and provided laptops to ensure continuity of District operations. Any changes regarding systems access, must be approved by the Business Official and the Superintendent of Schools.

All teachers and clerical staff have been provided a District laptop. Faculty and staff who have been assigned District laptops understand that these devices must be used to conduct remote work in order to maintain security of information. It is critical that confidentiality is maintained at all times.

All District employees who were provided a District laptop have access to Jabber, which is a platform that turns a work computer or mobile device into an extension of their work phone. This program allows employees to receive and make phone calls from their mobile device so communication may be maintained. All employees provided a District laptop are required to put Jabber on their work device. For assistance with accessing Jabber, employees need to complete a work ticket.

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, the Cheektowaga-Sloan Union Free School District will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

- f. Identification of positions for which work hours will be staggered
- g. Approval and assignment of changed work hours

The Superintendent of Schools, the Business Official, the Direct Supervisors and Directors will determine if staggered shifts are necessary to maintain operations for their supervised area. If staggered shifts are deemed necessary for essential employees, Supervisors and Directors must develop written plans and submit them to the Superintendent of Schools for review and approval.

If Supervisors or Directors determine a change in work demands is necessary, a written explanation of these changes will be provided to the Superintendent of Schools. The Superintendent of Schools will review these requests for effectiveness of operations and compliance and will approve as appropriate.

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:

14. Masks
15. Face shields
16. Gloves
17. Disposable gowns and 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:

4. Identification of need for PPE based upon job duties and work location
5. Procurement of PPE
 - 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
 - Public employers must be able to mitigate supply chain disruptions to meet this requirement
6. Storage of, access to, and monitoring of PPE stock
 - PPE must be stored in a manner which will prevent degradation
 - Employees and contractors must have immediate access to PPE in the event of an emergency
 - The supply of PPE must be monitored to ensure integrity and to track usage rates

The Superintendent of Schools will work in conjunction with the School Business Manager to provide the initial PPE as required in the [Reopening Schools: Recover, Rebuild and Renew the Spirit of Our Schools](#) to each department and school. The District maintains a supply of PPE on hand that meets the recommended quantities and consistently monitors inventory levels and reorders as needed.

The Supervisors and Directors will monitor their department's PPE supplies. When PPE supplies need to be replenished, Supervisors and Directors will complete a work order to request the needed PPE supplies. All requests will be reviewed by the Business Official who will work in conjunction with the Buildings and Grounds Facilities Manager to deliver the necessary supplies to the requesting building. All requests to purchase additional PPE will be managed by the Buildings and Grounds Facilities Manager and approved by Business Official. The Business Official maintains the list of approved vendors and contractors to purchase supplies.

Cleaning supplies needed to clean, disinfect and sanitize the District buildings are managed by the Buildings and Grounds Facilities Manager. The Buildings and Grounds Department are provided with approved cleaning supplies that meet the required State and Federal standards. They are also provided with the necessary training

on safe use and storage of these chemicals/materials. Training protocols are established and overseen by the Buildings and Grounds Facilities Manager who also maintains proper documentation of required training.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

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

4. 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):
 - (5) 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.

As possible, these employees will be permitted to work remotely during this period of time if they are not ill.

Employees must report potential exposures to their direct supervisor. The direct supervisor will notify the Superintendent of Schools and the Executive Director of Curriculum, Accountability and Professional Development of this exposure. In partnership with the Superintendent of Schools, the Executive Director of Curriculum, Accountability and Professional Development will work with the supervisor to gather the necessary information needed to contact the Erie County Department of Health (ECDOH). The Executive Director of Curriculum, Accountability and Professional Development will notify the direct supervisor of the recommendations of the ECDOH. The direct supervisor is responsible to communicate these requirements to the exposed employee.

See the section titled Documentation of Work Hours and Locations for additional information on contact tracing.

- (6) 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.

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.

In-person interactions with the subject employee or contractor will be limited as much as possible.

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.

If at any time they exhibit symptoms, refer to item B below.

All requests for critical essential employees to report must be submitted to the Superintendent of Schools for review. The direct supervisor is responsible for ensuring these protocols are followed.

5. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
 - D. 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.
 - E. The Superintendent of Schools and the Executive Director of Curriculum, Accountability and Professional Development must be notified of employees who are exhibiting symptoms and it is the direct supervisor's responsibility to ensure these protocols are followed.
 - F. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
 - G. 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.
 - H. All recommendations and directions for quarantining come from the Erie County Department of Health (ECDOH).

- C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
 - F. Apply the steps identified in item B, above, as applicable.
 - G. Areas occupied for prolonged periods of time by the subject employee or contractor will be immediately sanitized followed by cleaning and re-sanitization.
 - Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
 - See the section on Cleaning and Disinfection for additional information on that subject.
 - H. Identification of potential employee and contractor exposures will be conducted
 - If an employee or contractor is confirmed to have the disease in question, the Executive Director of Curriculum, Accountability and Professional Development works directly with the Superintendent of Schools and the ECDOH. The ECDOH directs the District on who meets the definition of close contact and ECDOH contact tracers notify the individuals by phone. The direct supervisors are kept informed and are directed to comply with the directives of the ECDOH.
 - Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA). Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.
 - I. The Superintendent of Schools and Executive Director of Curriculum, Accountability and Professional Development must be notified if employees test positive for COVID-19.

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:

4. As a joint effort, if possible, employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum.
High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected at least hourly.
Buildings and Grounds Facilities Manager is responsible to manage and document the cleaning of common areas, and the frequency of such cleanings.
5. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
6. Soiled surfaces will be cleaned with soap and water before being disinfected.
7. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
8. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Employee Leave

Public health emergencies are extenuating and unanticipated circumstances in which the Cheektowaga-Sloan Union Free School District is committed to reducing the burden on our employees and contractors.

The Cheektowaga-Sloan Union Free School District will provide paid or unpaid leave in accordance with applicable federal, state, or local laws and contractual arrangements for employees experiencing symptoms and seeking medical diagnosis or placed under a quarantine or isolation order duly mandated by an authorized government official or medical provider.

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 the Cheektowaga-Sloan Union Free School District to support contact tracing within the organization and may be shared with local public health officials.

Each employee must enter the school through the designated entrance(s) as communicated by their direct supervisors. Upon entry, each employee must complete a paper log which asks for the date, name of employee, time in, reason for entering, and time out. This log must be completed by all employees every day. The materials for these sign in stations are replenished by the designated clerical staff as determined by the direct supervisor of the location. In addition, each employee must complete the Daily Health Screener which is located next to the log. Upon completion, these logs are put into a box below the sign in log. Every Friday, designated clerical staff scan the sign in logs and daily health screeners separately. These files are saved with the name of the document (ex. sign in log or health screener) with the location and date range (ex. Weekly health screener Woodrow Wilson 01.04.2021-01.08.2021). These documents are emailed to the Director of Data and Technology for storage and retrieval when needed.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and

safety and the continuity of the Cheektowaga-Sloan Union Free School District's essential operations. If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, the Cheektowaga-Sloan Union Free School District will coordinate with the Erie County Department of Health to help identify and arrange for these housing needs.

APPENDIX III - Cardiac Emergency Annex

Appendix III

Cardiac Emergency Response Annex

All staff know where Automatic External Defibrillators (AEDs) are located and how to call for help. AED cases should contain supplies for first responders including gloves, CPR barrier device, and scissors. Staff outside or off school property should always carry communication devices and emergency contact information for assistance.

Warning signs or signs of a Sudden Cardiac Arrest (SCA) or similar life-threatening emergency:

- Racing heart, palpitations, or irregular heartbeat
- Dizziness, lightheadedness, or extreme fatigue with exercise
- Chest pain or discomfort with exercise
- Excessive shortness of breath during exercise
- Excessive unexpected fatigue during or after exercise
- History of recurrent fainting or unusual seizures
- Sudden collapse or "passes out"
- Not responsive
- Abnormal breathing
- No pulse

Steps to take in school building, on school grounds, or at athletic events

1. **Ensure scene safety**
 - Survey the area to protect victim, yourself, and anyone else nearby (e.g., remove victim from water or unstable surface to a stable level surface, cease athletic play, move bystanders from area etc.)
2. **Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 or in accordance with district policy and obtain Automatic External Defibrillator (AED)**
 - Follow 911 emergency dispatcher's instructions.
 - Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) school personnel and notify administration or designee*.
3. **CPR by CPR/AED certified school personnel**
 - Check for breathing- if none or person gasping begin CPR immediately.
4. **Defibrillation by CPR/AED certified school personnel**
 - Use an AED to restore the heart to its normal rhythm.
5. **EMS assumes lead upon arrival.**
 - If a student is the person needing care, school administration or designee should accompany the student to the hospital until the parent/guardian arrives.
 - Be prepared to download the school's AED data onto flash drive to provide to EMS to give to the emergency department's physician.
6. **School administration or designee notifies**
 - parent/guardian or staff member's emergency contact in accordance with district policy.
7. **Document**
 - In accordance with district policy, document event including observations, all steps taken and by whom, who was notified, and information reported to EMS.
8. **Hold a post event debriefing**

***Emergency contact numbers for obtaining help:**

Number to call for help in school building
 Number to call for help on school grounds
 Number to call to notify if SCA occurs at offsite location
 Secondary contact number if primary not available

CPR/AED Certified School Personnel

Staff Name	Title	Telephone Number	Location	Availability
				<input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> School Day <input type="checkbox"/> Athletic Events <input type="checkbox"/> School Events <input type="checkbox"/> Other
				<input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> School Day <input type="checkbox"/> Athletic Events <input type="checkbox"/> School Events <input type="checkbox"/> Other
				<input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> School Day <input type="checkbox"/> Athletic Events <input type="checkbox"/> School Events <input type="checkbox"/> Other
				<input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> School Day <input type="checkbox"/> Athletic Events <input type="checkbox"/> School Events <input type="checkbox"/> Other

Automated External Defibrillator (AED) Locations

Note: All AEDs should be clearly labeled and stored in appropriate storage containers, cabinets, or go bags/cases.

Number of AEDs needed inside the building and at each athletic practice and event:

AED Locations¹:

¹ AED locations should be noted on building level emergency response plan required school building map in accordance with Commissioner's regulation 155.17(c)(2)(iii).

APPENDIX IV - Cybersecurity Annex



Appendix IV Cybersecurity Incident Response Plan

Prepared by: Cheektowaga-Sloan
Union Free School District

Last Modified
June 2026

PURPOSE

The Cheektowaga-Sloan UFSD is a trusted public education provider to K-12 students in Western New York. Cheektowaga-Sloan UFSD stores information related to students, staff, and internal business operations and manages and maintains technical infrastructure required to house and maintain this information. Additionally, Cheektowaga-Sloan UFSD contracts with the Western New York Regional Information Center (WNYRIC) and vendors of digital services and products to manage and maintain this data and infrastructure.

This Cybersecurity Incident Response Plan outlines Cheektowaga-Sloan UFSD's procedures to detect and respond to unauthorized access or disclosure of private information from systems utilized, housed, maintained, or serviced by Cheektowaga-Sloan UFSD. More specifically, this plan defines the roles and responsibilities of various Cheektowaga-Sloan UFSD staff with respect to the identification, isolation, and repair of data security breaches, outlines the timing, direction, and general content of communications among affected stakeholders, and defines the different documents that will be required during various steps of the incident response.

Cheektowaga-Sloan UFSD also implements practices designed to proactively reduce the risk of unauthorized access or disclosure, such as training staff with respect to legal compliance requirements, following appropriate physical security and environmental controls for technical infrastructure, and deploying digital security measures such as firewalls, malware detection, and numerous other industry-standard systems.

In the event of a cybersecurity incident, Cheektowaga-Sloan UFSD staff have been trained to deal with the matter expeditiously. Cheektowaga-Sloan UFSD staff are trained every year to recognize anomalies in the systems they regularly utilize and to report any such anomalies as soon as possible to the Incident Response Manager so the Incident Response Team can be mobilized. Throughout the year, the Incident Response Manager and members of the Incident Response Team are kept up to date on the latest security threats and trained in modern techniques of incident remediation.

The availability and protection of the information resources managed by the systems we maintain are paramount to our school district and will always be a core value of our organization.

DEFINITIONS

Cybersecurity Incident -

A Cybersecurity Incident is any event that threatens the confidentiality, integrity, or availability of the information resources we support or utilize internally, especially sensitive information whose theft or loss may harm individual students, our partners, or our organization.

Incident Response Team (IRT) -

The IRT comprises experts across different fields in the organization whose charge is to navigate the organization through a Cybersecurity Incident from the initial investigation to mitigation to post-incident review. Members include an Incident Response Manager, technical hardware and networking experts, front-end software experts, communications experts, and legal experts.

Incident Response Manager (IRM) -

The IRM oversees all aspects of the Cybersecurity Incident, especially the IRT. The key focuses of the IRM will be to ensure proper implementation of the procedures outlined in the Cybersecurity Incident Response Plan, to keep appropriate Incident Logs throughout the incident, and to act as the key liaison between IRT experts and the organization's management team. After a Cybersecurity Incident, the IRM will review the incident and produce an Incident Summary Report and a Process Improvement Plan.

Assistant Incident Response Manager (AIRM) -

The AIRM assists the IRM and oversees all aspects of the Cybersecurity Incident in the absence of the IRM.

Cybersecurity Incident Log -

The Cybersecurity Incident Log will capture critical information about a Cybersecurity Incident and the organization's response to that incident and will be maintained while the incident is in progress.

Incident Summary Report (ISR) -

The ISR is a document prepared by the IRM after a Cybersecurity Incident. It will provide a detailed summary of the incident, including how and why it may have occurred, estimated data loss, affected parties, and impacted services. Finally, it will examine the Cybersecurity Incident Response Plan procedures, including how the IRT followed the procedures and whether updates are required. The template for the ISR may be seen in Appendix A.

Process Improvement Plan (PIP) -

The PIP is a document prepared by the IRM after a Cybersecurity Incident. It will provide recommendations for avoiding or minimizing the impact of future Cybersecurity Incidents based on the "lessons learned" from the recently-completed incident. This plan should be kept confidential for security purposes. The template for the PIP may be viewed in Appendix B.

INCIDENT RESPONSE TEAM

INCIDENT RESPONSE MANAGER

Name Brian Zybala	Email bzybala@cheektowagasloan.org
Work Phone 716-897-7888	Mobile Phone

ASSISTANT INCIDENT RESPONSE MANAGER

Name Elizabeth Zaccarine	Email ezaccarine@cheektowagasloan.org
Work Phone 716-897-7800	Mobile Phone

TECHNICAL CONTACTS

Name Robert Oddo (Senior Technician)	Email
Work Phone 716-897-7800	Mobile Phone

Name Jordan Thompson (Microcomputer Specialist)	Email
Work Phone 716-897-7800	Mobile Phone

Name Robert Rinaldi (BOCES District Tech Manager)	Email
Work Phone	Mobile Phone

LEGAL COUNSEL

Name	Email
Work Phone	Mobile Phone

COMMUNICATIONS SPECIALIST

Name (Superintendent)	Email
Work Phone 716-897-7800	Mobile Phone

ADDITIONAL MEMBERS

In addition to those individuals listed above, additional experts may be included on the IRT, depending upon the nature and scope of the incident. In particular, a software support expert from the team that supports the software in question will likely be necessary. These additional members will be chosen by the IRM.

INCIDENT MANAGEMENT PRINCIPLES

CONFIDENTIALITY

Investigation

During a Cybersecurity Incident investigation, the IRM or IRT members will gather information from multiple computer systems and/or conduct interviews with key personnel based on the scope of the incident in question. All information gathered or discovered during a Cybersecurity Incident will be strictly confidential throughout the investigative process. All Cybersecurity Incident Response Team members are trained in information security and data privacy best practices. After the investigative process, the IRM will brief District Administration on the relevant details of the incident and the investigation (see Briefing of Administration in the Response Phase on page 12). During this phase, no confidential information will be shared unless it is strictly relevant to the investigation and/or the incident.

Affected Stakeholders

In the event the incident involves the unauthorized access or disclosure of confidential student or staff information, Cheektowaga-Sloan UFSD will communicate information relevant to the incident as well as any additional requested information to which they have a right (e.g., specific student records, staff records, etc.). Cheektowaga-Sloan UFSD does reserve the right to withhold certain information at the discretion of the IRM if that information may jeopardize current or future investigations or pose a security risk to Cheektowaga-Sloan UFSD or other entities.

In the event the incident involves information about a non-Cheektowaga-Sloan UFSD district stakeholder group, such as a neighboring district or vendor partner, Cheektowaga-Sloan UFSD will take appropriate steps to notify those entities as efficiently as possible.

If the incident is limited to Cheektowaga-Sloan UFSD systems not containing sensitive or confidential information, it will be the discretion of Cheektowaga-Sloan UFSD administration and the IRM whether or not to share information related to the incident with outside stakeholders.

Report Management

All reports generated during an investigation and any evidence gathered will be stored and managed by the IRM. Any physical records will be stored in the IRM's office in a locked file. Any digital records will be stored on the internal school district network in a network share only accessible by the IRM and approved District Administrators. That share will be backed up and stored in accordance with Cheektowaga-Sloan UFSD's regular backup procedures. If records of incidents need to be reviewed, a written request must be made to the IRM that includes the requestor, the information requested, and the reason for the request. The IRM will review the request and has the discretion to approve or deny any request. Incident summary information will always be made available by the IRM.

COMMUNICATION GUIDELINES

18. Communication with parents/community members, will be disseminated via the school district superintendent or designee.
19. Although every incident is unique, sample communications are found in Appendices D-F in this document, and can be used as deemed appropriate by the superintendent or designee.
20. Initial communication to affected stakeholders should occur as expeditiously as possible upon identifying an incident. In some cases, this may include an initial communication (letter, email, phone call) that simply states that this district is aware of the issue and is addressing it, with the promise of future communication. Scenarios for the release of Personally Identifiable Information (PII) are as follows:

Should the unauthorized release of student data occur, the district shall notify the parents (or eligible students) affected by the release in the most expedient way possible. Part 121 of the Commissioner's Regulations requires this notification to occur within **14 calendar days** after discovering the breach or unauthorized disclosure.

Should the unauthorized release of protected staff data occur, the district shall notify the staff members affected by the release in the most expedient way possible. Part 121 of the Commissioner's Regulations requires this notification to occur within **14 calendar days** after discovering the breach or unauthorized disclosure.

Should the unauthorized release of student and/or protected staff data occur, the district shall notify the Chief Privacy Officer (CPO) at the New York State Education Department (NYSED) within **10 calendar days**, as required by Part 121 of the Commissioner's Regulations.

Should the release of Social Security Number, Driver's License or Non-Driver ID Number, Account Number, or Credit/Debit Card number combined with PII occur, districts should consult Section 208 of the NYS Technology Law for notification obligations (<https://its.ny.gov/sites/default/files/documents/business-data-breach-form.pdf>).

6. Updated communications will come from the superintendent or the Incident Response Manager. As staff members receive requests for district information, they should pass those requests along to the Incident Response Manager.
9. District staff should be clearly informed by the Management Team what information is public and what is internal/confidential. However, district leadership should be aware that any material or information communicated to staff can and likely will be shared with the public, including the news media.
10. The school district superintendent will initiate communication with news media if deemed appropriate. Incoming news media calls and requests for information will be directed through the Incident Response Team Communication Specialist. A communication response plan (talking points, interview refusal statement, etc.) will be formulated as needed, with information coming from the superintendent.
11. Electronic Telecommunications Broadcast System (ETBS) messages, if used, should have broad language that offers basic information (1 sentence), reassurance, and refer to separate detailed communication pieces as a follow-up.

CYBERSECURITY INCIDENT PHASES

IDENTIFY

Overview

All Cheektowaga-Sloan UFSD staff are responsible for remaining vigilant and protecting the data stored within the systems we support. Any event that threatens the confidentiality, integrity, or availability of the information resources we support or utilize internally should immediately be reported to a supervisor or the IRM if a supervisor is unavailable. Supervisors should immediately bring the incident to the attention of the IRM. Parents are encouraged to notify the district of possible breaches or improper data disclosures using a form available in the Superintendent's clerk's office (see Appendix G).

Incident Types

Types of cyber incidents that may threaten the organization are:

6. Unauthorized attempts to gain access to a computer, system or the data within
7. Service disruption, including Denial of Service (DoS) attack
8. Unauthorized access to critical infrastructure such as servers, routers, firewalls, etc.
9. Virus or worm infection, spyware, or other types of malware
10. Non-compliance with security or privacy protocols
11. Data theft, corruption or unauthorized distribution

Incident Symptoms

Signs a computer may have been compromised include:

- k. Abnormal response time or non-responsiveness
- l. Unexplained lockouts, content or activity
- m. Locally hosted websites won't open or display inappropriate content or unauthorized changes
- n. Unexpected programs running
- o. Lack of disk space or memory
- p. Increased frequency of system crashes
- q. Settings changes
- r. Data appears missing or changed
- s. Unusual behavior or activity by Cheektowaga-Sloan UFSD staff, students, partners or other actors

ASSESS

Overview

Once anomalous activity has been reported, it is incumbent upon the IRM to determine the level of intervention required. Other members of the IRT may be required to provide input during this phase to help determine if an actual security threat exists. If it is determined there is an active security threat or evidence of an earlier intrusion, the IRM will alert the entire IRT immediately so that the situation may be dealt with as expeditiously as possible.

Considerations

7. What are the symptoms?
 - i. What may be the cause?
 - j. What systems have been/are being/will be impacted?
 - k. How widespread is it?
 - l. Which stakeholders are affected?

Documentation

Regardless of whether it is determined there is a security threat, the IRM will accurately document the scenario in a Cybersecurity Incident Log. All Cybersecurity Incident Logs will be stored in a single location so incident information may be reviewed in the future. This report should contain information such as:

5. Who reported the incident
6. Characteristics of the activity
7. Date and time the potential incident was detected
8. Nature of the incident (Unauthorized access, DDoS, Malicious Code, No Incident Occurred, etc.)
9. Potential scope of impact
10. Whether the IRT is required to perform incident remediation?

RESPOND

Briefing of Administration

Upon determining that a significant incident or breach has occurred, District Administration should be notified immediately. As additional information is uncovered throughout the investigation, Administration should be briefed by the IRM, so appropriate decisions, such as allocating additional staff, hiring outside consultants, and involving law enforcement, can be made. Additionally, based on the incident, it will be incumbent on Administration to determine the appropriate stakeholders to notify of the incident and the appropriate medium to do so. The administration should consider the nature of the information or systems involved, the scope of the parties affected, timeliness, potential law enforcement interests, applicable laws, and the communication requirements of all parties involved. Sample communications documents may be found in Appendices C - F.

Initial Response

The first two steps in any cyber incident response should be to determine the origin of the incident and isolate the issue. This may involve measures up to and including immediately disconnecting particular workstations, servers, or network devices from the network to prevent additional loss. While this is occurring, it is necessary to examine firewall and system logs, as well as possibly perform vulnerability scans, to ensure the incident has not spread to other areas. These actions are necessary to define the entire scope of the incident.

Throughout this process, preserving all possible evidence and documenting all measures taken in detail will be critical. Thorough review and reporting on the incident will be required once the threat has been removed, the vulnerabilities have been reinforced, and the systems have been restored.

Remediation and Recovery**

Once the cause has been determined and appropriately isolated, the IRT must remove the vulnerabilities leading to the incident. This may involve some or all of the following:

7. Install patches and updates on systems, routers, and firewalls
8. Infections cleaned and removed
9. Re-image or re-install operating systems of infected machines
10. Change appropriate passwords
11. Conduct a vulnerability scan of any compromised machines before reconnecting them to the network
12. Restore system backups where possible
13. Document all recovery procedures performed and submit them to the IRM
14. Closely monitor the systems once reconnected to the network

REPORT

Overview

Once the threat has been mitigated and normal operation is restored, the IRM will compile all available information to produce an accurate and in-depth summary of the incident in an Incident Summary Report (ISR). A copy of the ISR is located in Appendix A. Throughout the incident, the IRT will have kept Incident Logs containing detailed records wherever possible, which shall serve as the basis of the report. Interviews will also be conducted with appropriate members of the IRT to obtain any additional information that may be available to augment the logs and records kept throughout the process. Additionally, as required by Part 121 of the Commissioner's Regulations the district will maintain a record of all complaints of breaches or unauthorized releases of student data and their disposition in accordance with applicable data retention policies using the log in Appendix H.

Report Contents

The Incident Summary Report (ISR) will include all pertinent information to the incident, but at a minimum:

- h. Dates and times of milestones throughout the process (e.g., incident detection, verification, notifications, remediation steps, completion, etc.)
- i. List of symptoms or events leading to the discovery of the incident
- j. Scope of impact
- k. Mitigation and preventative measures
- l. Restoration logs
- m. Stakeholder communications (including copies of memos, emails, etc. where possible)

Timeframe

The ISR should be prepared as expeditiously as possible following the incident so future preventative measures may be taken as quickly as possible. Information to prepare the ISR and interviews with the IRT should be completed immediately to ensure the greatest possible accuracy of information.

REVIEW

Post-Incident Review Meeting

After the incident's conclusion, the IRM and possibly select members from the IRT will meet with management to discuss the event in detail, review response procedures, and construct a Process Improvement Plan (PIP) to prevent a reoccurrence of that or similar incidents. The compiled Incident Report constructed by the IRM will serve as a guide for this meeting.

In the meeting, a full debrief of the incident will be presented, and the findings will be discussed. The IRM will share the full scope of the breach (as comprehensively as possible), the causes of the breach, how it was discovered, potential vulnerabilities that still exist, communication gaps, technical and procedural recommendations, and the overall effectiveness of the response plan.

The group will review the information presented, determine any weaknesses in the process, determine appropriate actions moving forward to modify the plan, address any vulnerabilities, and determine what communication is required for various stakeholders.

Process Improvement Plan

The IRM will draft a Process Improvement Plan (PIP) based on the results of this meeting. The plan should discuss any necessary items to prevent future incidents to the extent practicable, including cost and time frame requirements where possible. The PIP will also include a review strategy to ensure all recommendations made in the PIP are met promptly and functioning appropriately. Areas of focus may include but are not limited to:

6. New hardware or software required
7. Patch or upgrade plans
8. Training plans (Technical, end users, etc.)
9. Policy or standard operating procedure recommendations
10. Recommendations for changes to the Incident Response Plan
11. Recommendations for changes to the Disaster Recovery Plan
12. Regional communications recommendations

Additionally, the PIP must be kept strictly confidential for security purposes. Any communication required to clients or the public must be drafted separately and include only information required to prevent future incidents.

**APPENDIX A:
INCIDENT
SUMMARY REPORT**

INCIDENT SUMMARY

Type of Incident	
Date Incident Originated	
Date Incident Was Detected	
By Whom Was Incident Detected	
How Was Incident Detected	
Scope of Incident (Districts / Systems Affected)	
Date Incident Corrected	
Corrective Action Types (Training, Technical, etc.)	

Summary of Incident Symptoms

Summary of Incident Type and Scope

Summary of Corrective Actions

Summary of Mitigation Processes and Internal Communication

Communications Log (Attach drafts for written communications, synopsis for verbal communication)

Communication Date	Communication Type	Recipient(s)	Purpose

**APPENDIX B:
PROCESS
IMPROVEMENT
PLAN**

PROCESS IMPROVEMENT PLAN

Areas of Success Summary

Areas in Need of Improvement Summary

Recommended Improvements to Avoid Future Incidents

Recommended Improvements to the Cybersecurity Incident Response Plan

Recommended Improvements to the Disaster Recovery Plan

Improvement	Timeframe	Cost

APPENDIX C: INCIDENT LOG

INCIDENT LOG

Incident Title

Incident Opened Date

Incident Description

Action / Event	Date/ Time	Performed / Reported by	Details

**APPENDIX D:
SAMPLE PARENT
LETTER**

[DATE]

Dear Parents/Guardians,

This letter is to inform you of an incident that occurred within the Cheektowaga-Sloan UFSD. This incident resulted in student/staff/etc. data being compromised by an outside entity. Our Incident Response Team acted quickly to assess and mitigate the situation.

At this time, we can share the following details:

[insert a brief description of the breach or unauthorized release, the dates of the incident and the date of discovery; a description of the types of personally identifiable information affected; an estimate of the number of records affected; a brief description of the educational agency's investigation or plan to investigate]

Please know that Cheektowaga-Sloan UFSD is committed to protecting and securing educational data. Our team has extensive data security and privacy training, and our systems have many controls in place to protect your child's educational records. Our team is working with a group of experts to review the incident and implement appropriate measures to protect against this type of incident from occurring in the future.

Please contact Cheektowaga-Sloan UFSD with any questions regarding this incident and our response.

Sincerely,

**APPENDIX E:
SAMPLE
STAFF MEMO**

[DATE]

Dear Staff,

This letter is to inform you of an incident that occurred on **[DATE]** within the Cheektowaga-Sloan UFSD's **[Name of System]** system. This incident resulted in **[student/staff/etc.]** data being compromised by an outside entity. Our response team acted quickly to assess and mitigate the situation.

I wanted to ensure that you have key details of the incident to be well informed when speaking with your students and colleagues. Please note that the Cheektowaga-Sloan UFSD administration handles communication with the community and affected parties. Should you receive any related inquiries, please direct them to Cheektowaga-Sloan UFSD.

At this time, we are able to share the following details:

[insert a brief description of the breach or unauthorized release, the dates of the incident and the date of discovery; a description of the types of personally identifiable information affected; an estimate of the number of records affected; a brief description of the educational agency's investigation or plan to investigate]

As more details become available we will disseminate them as appropriate. Please contact the Director of Data and Technology should you have any questions or immediate concerns regarding this incident.

Sincerely,

**APPENDIX F:
SAMPLE
ETBS MESSAGE**

ETBS MESSAGE

The Cheektowaga-Sloan Union Free School District experienced a technical issue today with its **[Name of System]** system that may have resulted in **[student/staff]** data being compromised. The issue is currently under investigation. More detailed information will be distributed shortly via **[email, text, phone]**.

**APPENDIX G:
PARENT
COMPLAINT FORM**

Parents, eligible students (students who are at least 18 years of age or attending a postsecondary institution at any age), principals, teachers, and employees of an educational agency may file a complaint about a possible breach or improper disclosure of student data and/or protected teacher or principal data using this form. A privacy complaint may be made using this online form or by mailing the form to the district's Data Protection Officer at 166 Halstead Avenue, Sloan, NY, 14212.

CONTACT INFORMATION

First Name:

Last Name:

Phone Number:

Email:

Role

IMPROPER DISCLOSURE OR BREACH INFORMATION

Date Violation Occurred:

Description of Data Compromised:

Description of Improper Disclosure or Breach:

Additional Information:

**APPENDIX H:
PARENT
COMPLAINT LOG**

PARENT COMPLAINT LOG

Complainant Name	Date Complaint submitted
Description of the Complaint	
Findings	
Date the Finding Report was Shared with Complainant	

PART 121 OF THE COMMISSIONER'S REGULATIONS REQUIREMENT

Educational agencies must maintain a record of all complaints of breaches or unauthorized releases of student data and their disposition in accordance with applicable data retention policies, including the Records Retention and Disposition Schedule ED-1 (1988; rev. 2004), as set forth in section 185.12, Appendix I of this Title.

APPENDIX I:
SAMPLE PARENT
COMPLAINT
REPORT

DATE

Dear **[Complainant Name]**,

On **[Date]** you notified the Director of Data and Technology about a possible breach or improper disclosure of student data. Our Incident Response Team acted quickly to assess the situation, and the report below summarizes the results of our investigation.

[insert a brief description of the complaint and findings]

Cheektowaga-Sloan UFSD is committed to protecting and securing educational data. Please contact The Director of Data and Technology with any questions regarding the investigation and this report.

Sincerely,

Brian Zybala
Director of Data and Technology
bzybala@cheektowagasloan.org
716-897-7800 ext. 2124

PART 121 OF THE COMMISSIONER’S REGULATIONS REQUIREMENT

Following its investigation, the educational agency shall provide the parent or eligible student with a report of its findings within a reasonable period but no more than 30 calendar days from receipt of such complaint by the educational agency. In extenuating circumstances, where the educational agency requires additional time to investigate the complaint or cooperate with law enforcement, or where releasing the report may compromise security or impede the investigation of the incident, the educational agency shall provide the parent or eligible student with a written explanation that includes the approximate date when the educational agency anticipates that the report will be released.



This resource is relevant to the **INCIDENT REPORTING AND NOTIFICATION**

Part 121 of the Commissioner's Regulations Requirements.

APPENDIX V - Transportation Annex *(Due 2027-28 School Year)*