Holland Central School District

District Safety Plan

2026 - 2027

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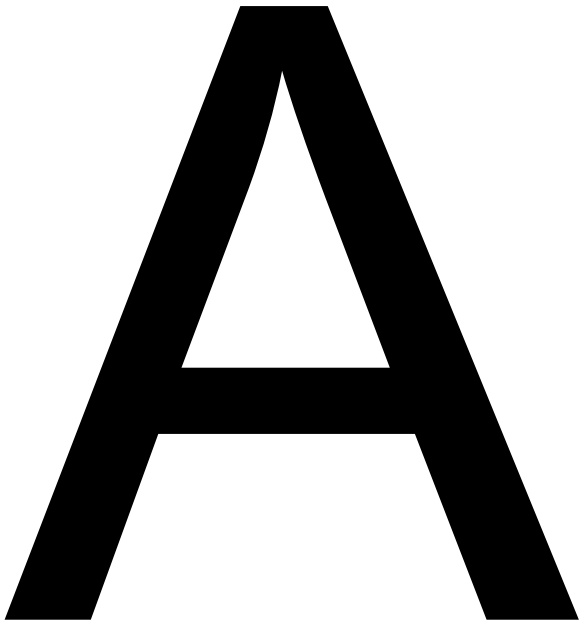
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INTRODUCTION

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. PURPOSE

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

B

B. DISTRICT-WIDE SAFETY TEAM MEMBERS

The Holland Central 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.

Superintendent of Schools
Business Official/Treasurer
Facilities Director
Transportation Director
Director of Curriculum
Director of Pupil Personnel Services
Principal, High School
Principal, Middle School
Principal, Brumsted Elementary School
Athletic Director
MS Nurse/RN Coordinator
HS Head Custodian
MS Head Custodian
Brumsted ES Head Custodian
Maintenance Mechanic
Erie Co. Sheriff/School Resource Officer
BOE Member
Parent Representative
Sr. Health & Safety Analyst, Erie 1 BOCES

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.

- 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 August 1 of each year.

- 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. Building-Level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

SECTION 2000: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency, including:

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- Identification of Sites of Potential Emergencies Guideline.....2101
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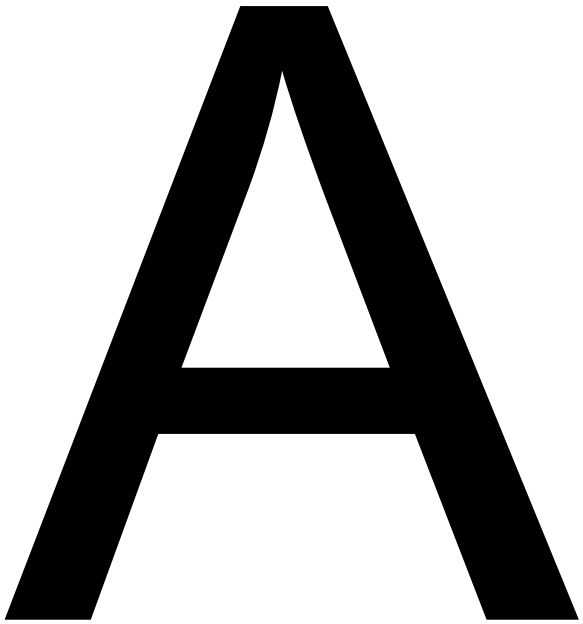
D. Description of procedures to coordinate the use of school district resources and manpower during emergencies, including:

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- Tabletop Exercises 2601



BUILDING SAFETY AND SECURITY

General

- **School safety assessment** –a strategic evaluation and facilities audit to identify emerging and potential school safety problems, consisting of:

  - A building safety audit conducted with law enforcement, (School Safety Audit Checklist)

  - The building safety audit checklist should be completed for each district facility. The findings will remain confidential, deficiencies will be addressed and corrected.

- **Threat Assessment Teams** - as a violence prevention and intervention strategy, the district may establish or participate in a multidisciplinary behavioral assessment team to assess whether certain exhibited behaviors or actions need intervention or other support, including a school or district level behavioral assessment team or, if available, a county or regional threat assessment team.

  - Holand CSD district and building administrators have received training on behavioral threat assessment and using behavioral threat assessment teams in their buildings. These teams will be utilized in assessing student safety when necessary.

  - Annual staff training will include information regarding the purpose and procedures of this team.

SCHOOL SAFETY AUDIT CHECK LIST Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

Yes	Improve	No	Imple-ment	Safety and Security of Buildings and Grounds
				School Exterior and Play Areas School grounds are fenced. If yes, approximate height _____.
				Gates are secured by good padlock and chains after hours.
				Signage: Drug-free zone signs are posted.
				Bus loading and drop-off zones are clearly defined.
				Parent drop-off and pick-up area is clearly defined.
				There is only one clearly marked and designated entrance for visitors.
				Signs are posted for visitors to report to main office through a designated entrance.
				"Restricted" areas are properly identified.
				Landscaping Shrubs and foliage are trimmed to allow for good line of sight (3'-8' rule.)
				All poisonous shrubs, trees and foliage have been removed.
				Boundary edges are free from trees and telephone poles.
				School Bus Zone: Access to bus loading area is restricted to other vehicles during loading/unloading.
				Staff are assigned to bus loading drop off areas.
				Lighting There is adequate lighting around the building
				Lighting is provided at entrances and other points of possible intrusion.
				Accessible lenses are protected by some unbreakable material.
				Directional lights are aimed at the building
				Exterior light fixtures are securely mounted.

SCHOOL SAFETY AUDIT CHECK LIST Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

Yes	Improve	No	Imple-ment	Safety and Security of Buildings and Grounds
				School Exterior and Play Areas ***Windows and Doors*** Entrances to school property can be observed from the school and are adequately secured after hours
				If campus style, doors are locked when classrooms are vacant
				Ground floor windows: no broken panes and locking hardware in working order
				Basement windows are protected with grill or well cover.
				Outside hardware has been removed from all doors except at point of entry.
				Play Areas Play areas are fenced
				Good visual surveillance of play equipment is possible
				Vehicular access to play areas is restricted
				Vehicular and bicycle parking Visual surveillance of bicycle racks is possible
				Visual surveillance of parking lots from main office is possible
				Driver education vehicles are secure
				Students are issued parking stickers for assigned parking areas
				Student access to parking area is restricted to arrival and dismissal times
				Parking area has been designated for students who must leave school during regular hours to begin work
				Security All areas of school buildings & grounds are accessible to patrolling security vehicles
				There is a central alarm system in the school. If yes, describe:
				High-risk areas (office, cafeteria, computer room, music room, shops, labs are protected by high security locks and an alarm system
				Unused areas of the school can be closed off during after school activities

SCHOOL SAFETY AUDIT CHECK LIST Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

Yes	Improve	No	Imple-ment	Safety and Security of Buildings and Grounds
				School Exterior and Play Areas ***Security*** All areas of school buildings & grounds are accessible to patrolling security vehicles
				There is a central alarm system in the school. If yes, describe:
				High-risk areas (office, cafeteria, computer room, music room, shops, labs are protected by high security locks and an alarm system
				Unused areas of the school can be closed off during after school activities
				There is two-way communication between: _____ Classroom and main office _____ Duty stations and main office _____ Re-locatable classrooms and main office
				Students are restricted from loitering in corridors, hallways, stairwells & restrooms
				Students are issued identification badges
				There are written regulations restricting student access to school grounds & buildings
				There is a schedule for maintenance for checking lights, locks/hardware, storage sheds, portable classrooms
				The school ground is free from graffiti, trash and/or debris

SCHOOL SAFETY AUDIT CHECK LIST Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

Yes	Improve	No	Imple-ment	Safety and Security of Buildings and Grounds
				School Interior
				The entrance lobby is visible from the main office
				Visitors are required to sign in
				Proper identification is required of vendors, repairmen, etc.
				Visitors are issued ID cards or badges
				Full and part-time staff, including bus drivers, are issued ID cards or other identification
				Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school
				Students are required to have written permission to leave school during school hours
				Lighting
				The hallways are properly lighted
				Bathrooms are properly lighted
				Bathrooms are supervised by staff
				Stairwells are properly lighted
				Switches and controls are properly located and protected
				Access to electrical panels is restricted
				The possibility of lower energy consumption and high lighting levels with more efficient light sources has been explored
				Doors
				Faculty members are required to lock classrooms upon leaving
				Multiple entries to the building are controlled and supervised
				Doors accessing internal courtyards are securely locked
				Mechanical rooms and other hazardous storage areas are kept locked
				The school maintains a record of all maintenance on doors, windows, lockers or other areas of the school
				Signage
				Exit signs are clearly visible and pointing in the correct direction

SCHOOL SAFETY AUDIT CHECK LIST Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

Yes	Improve	No	Imple-ment	Safety and Security of Buildings and Grounds
				Miscellaneous Does vandalism take place? If yes, check all areas that apply: Γ Classrooms Γ Locker rooms Γ Hallways Γ Play areas Γ Bathrooms Γ Other _____
				Vandalism takes place during: (check all that apply): Γ Before School Γ During School hours Γ After School Γ Weekends Γ Other _____
				Do assault and battery incidents take place? If yes, check all areas that apply: Γ Classrooms Γ Locker rooms Γ Hallways Γ Play areas Γ Bathrooms Γ Other _____
				During what periods of the day do assault and batter incidents happen? Γ Before School Γ Change of class Γ After School Γ Lunch period Γ Other _____

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
- certain industrial sites (refineries, etc)
- creeks

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.

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 over local radio 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 RECOMMENDATIONS

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 each 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 with Disabilities – contact transporting agency
        2. Student drivers dismissed to go home if situation permits
        3. Day care children – notify parents to pick up children

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 RECOMMENDATIONS

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

1. The central office, emergency coordinator or building administrator, upon realization or notification from a public official (fire chief, police officer, local or county disaster official), of a natural or man-made disaster will notify one another of the impending emergency and inform each other of the current situation.

2. Contact with local fire or police will be made by the building administrator.

3. The building administrator will inform his/her staff of the decision to evacuate and where the building population will be evacuated to.

   Items to consider for evacuation:
   a. Total accountability of students and staff
   b. Students/staff with disabilities
   c. Transportation – District
   d. Time of travel and length of stay – temporary
   e. Notification of parents/guardians
   f. If short term sheltering is necessary, notify the site(s) the occupants will be taken to.

NOTE: Standard fire evacuation procedures may be used.

4. Building office staff should secure pertinent resource information such as emergency cards, computer data disks with student information, etc. Teachers should carry plan book or class registers.

5. Transportation needs.

6. Students should prepare for evacuation **AS TIME PERMITS**
   a. Coats, lunches, books
   b. Consideration to walkers and students with cars

HOLD IN PLACE/HOLD

Hold In Place

There are times when it is necessary to move the school population to a single or multiple location(s) in the school building. This is called a "Hold in Place". In most cases, a hold in place is activated when there is a bomb threat, medical emergency, disturbance in a hallway, etc.

Hold in Place Objectives

- To minimize injury.
- To locate and contain any device.
- To facilitate emergency responses.
- To establish safe routes and designated areas.

1. The HOLD procedure may be implemented in two ways:
   a. HOLD in place:
      - Teachers and students remain in assigned rooms.
      - All students should be accounted for roll-call by teachers.
      - Names of students not accounted for should be referred to attendance officer.
      - Teachers and students should remain in place until either given further directions or released by building administrator.
      - Good conduct and discipline standards are to be enforced.

   b. HOLD in location(s):
      - Teachers and students will be given directions as to where to assemble.
      - Movement of students to locations should be done in a quiet, orderly fashion.
      - Students should be accounted for by roll-call by teachers.
      - Names of students not accounted for should be referred to attendance officer.

      NOTE: Use central locations during non-weather emergencies or when occupants are not in danger of structural failure.

2. Superintendent notification.

3. Information about the situation should be shared with teachers and students as deemed fit. This should be done by best communication method.

4. Information:
   a. Spoken in a calm, controlled manner.
   b. Explain the situation.
   c. What is being done.
   d. Anticipation of the length of time.
5. Communications with parents or media may be necessary.

6. Dismissal or evacuation procedures should be done in an orderly manner (if necessary).

SHELTER IN PLACE/SHELTER

Shelter In Place

There are times when it is necessary to keep students in school buildings and sheltering them when it is deemed safer for students to remain inside rather than to return home or be evacuated. In most cases, a shelter in place is activated when there is a threat of or actual weather related incident.

Shelter in Place Objectives

- To minimize injury.
- To contain any weather damage
- To facilitate emergency responses.
- To establish safe routes and designated areas.

1. The SHELTER procedure may be implemented in two ways:
   a. SHELTER in place:
      - Teachers and students remain in assigned rooms.
      - Move away from windows if situation warrants.
      - All students should be accounted for roll-call by teachers.
      - Names of students not accounted for should be referred to attendance officer.
      - Teachers and students should remain in place until either given further directions or released by building administrator.
      - Good conduct and discipline standards are to be enforced.
   b. SHELTER in location(s):
      - Teachers and students will be given directions as to where to assemble.
      - Movement of students to locations should be done in a quiet, orderly fashion.
      - Stay together at all times.
      - Keep away from windows and entrance doors if situation warrants.
      - Students should be accounted for by roll-call by teachers.
      - Names of students not accounted for should be referred to attendance officer.

2. Superintendent notification.

3. Information about the situation should be shared with teachers and students as deemed fit. This should be done by best communication method.

4. Information:
   a. Spoken in a calm, controlled manner.
   b. Explain the situation.
   c. What is being done.
   d. Anticipation of the length of time.

5. Communications with parents or media may be necessary.

6. Dismissal or evacuation procedures should be done in an orderly manner (if necessary).

LOCKDOWN

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

The lockdown procedures will be implemented when the building administrator has become aware of a situation in which students and staff should be kept in locked rooms within the school building. These procedures may be implemented as a result of an intruder in the building, hostage situation or a biological threat. Lockdown may be activated at any time of the day and will affect the entire building.

Lockdown-Procedures:

- **Lockdown** will be announced by intercom, public address system, or otherwise. Do not use codes. **Call 911 and report your situation. Consider a lockout for adjacent school buildings as well.**
- **Immediately** gather students from hall ways and areas near your room into your classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- **Lock** Classroom door(s) and have students take a seated position on the floor next to the wall out of view from the door window. Stay out of sight.
- **Do Not** cover window.
- **Leave** the window blinds and lights as they are.
- **Document and Attend** to any injuries as well as possible.
- **No One** should be allowed to enter or leave a classroom or office under any circumstances.
- **Do not answer or communicate through your locked door.**
- **Do not allow anyone into your 'secured' area.**
- **Do not answer a classroom telephone.**
- **Do not respond to a Fire Alarm unless imminent signs of fire are observed. Doing so could compromise the safety of those already secured.**
- **Do Not** talk within your secured area, except only as absolutely necessary.
- **Do Not** respond to the intercom, public address system, or other announcements.
- **Take Attendance –** include additions. Missing students' last known locations should be noted. Keep this record for when you are released from the lockdown.
- **Lockdown will end ONLY when you are physically released from your room by emergency responders or other authority.***

***Responding law enforcement should have master key to conduct the release. Do not rely on school personnel with keys to be available to assist in the release.**

SECURE LOCKOUT

A "Secure Lockout" is the response to an actual or potential threat from outside the school building. An example of such a threat might be an escaped fugitive, custodial interference, or a disgruntled employee or spouse. Where the situation warrants, the school faculty, staff, and students are aware of – but not disrupted by such a response being activated. Consequently, the school day continues as normal except for the termination of all outside activities. In some cases, the details of a lockout do not need to be shared with the students to protect the identity of the individuals involved and minimize disruption to the school.

Secure Lockout 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.

Secure Lockout Procedures:

- Secure Lockout will be announced by intercom, public address system, or otherwise. Use plain language to announce the lockout.
- If a school is in secure lockout because they were notified by police of a local situation, there is no need to call to advise police of the secure lockout. However, the school should keep the police advised of any change in status to your building.
- If the school is initiating the secure lockout due to a situation or potential incident discovered at the school, they should advise police of your lockout and what you may be anticipating.
- Lock all exterior doors and windows.
- All outside activities are terminated.
- Entry to the building is gained only on a one-on-one basis, and only through a locked and monitored door.
- Classes otherwise continue as normal.
- Secure Lockout is lifted when the external threat is resolved. Notification of such resolution may be through any means appropriate for the respective building.
- Upon resolution of an incident and termination of the lockout, contact police to advise them of such.

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

*INFORMATION CONTAINED IN BUILDING LEVEL EMERGECNY PLANS ONLY.

OFF-CAMPUS

ON-CAMPUS

Every building plan addresses all available locations such as cafeterias, gyms, auditoriums and libraries when classrooms must be evacuated.

FACILITIES AGREEMENTS

STATEMENT

Holland Central 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.

_____ School District

AGREEMENT

As a response to a natural or man-made disaster,

_____
Facility Name

Hereby agrees that its facilities located at:

_____

_____

may be used as a temporary shelter of students attending one or more schools belonging to the _____ School District.

In consideration for the granting of such permission, the _____ School District agrees that the following conditions shall prevail:

a. Notification will be given prior to student arrival.
b. Students will be supervised by district personnel.
c. Transportation will be notified to pick up students as soon as possible at your location.

_____ _____
Signature Date

_____
Title

C

C. DISTRICT RESOURCES

SCHOOL DISTRICT ENROLLMENT/STAFF

SCHOOL	GRADES	# STUDENTS	# ADMIN.	#TCHR/ STAFF/CUST
High School	9 - 12			
Middle School	5 - 8			
Primary School	UPK - 4			

**** TBD When Numbers Are Finalized Prior To Beginning of 2026-2027 School Year**

OTHER SCHOOL DISTRICT PERSONNEL

TITLE	NAME	WORK
Superintendent:	Cathy Fabiatos	537-8222
Business Official:	Brittany Carey	537-8228
Director of Curriculum:	Emma Buckley	537-8280
President, Board of Education:	TBD	537-8202
Vice President, Board of Education	TBD	537-8202
Director of Facilities II:	Scott Christ	537-8247
Transportation Director:	Dennis Cogley	537-8261
AHERA Designee:	Scott Christ	537-8247
Principal(s)/Bldg.:	High School – Jason Jacobs Middle School – Scott Bindemann Elementary – Kelly Wetzler	537-8220 537-8275 537-8250
Head Custodian(s):	High School Harold Imhoff Middle School Brian Ash Elementary Kristen Smith	537-8204 537-8220 537-8288
School Nurse:	High School Tammy Regnier Middle School Gabrielle Clark Elementary Tammy Regnier	537-8208 537-8279 537-8264

Qualified School Medical Personnel: Each building has individuals that are trained and certified in the areas of first aid, first responder, CPR and AED use.

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.

2320

PUPIL TRANSPORTATION

Buses **2325**

For security purposes, for questions regarding buses, please contact the Holland CSD Transportation Department at **716-537-8261**

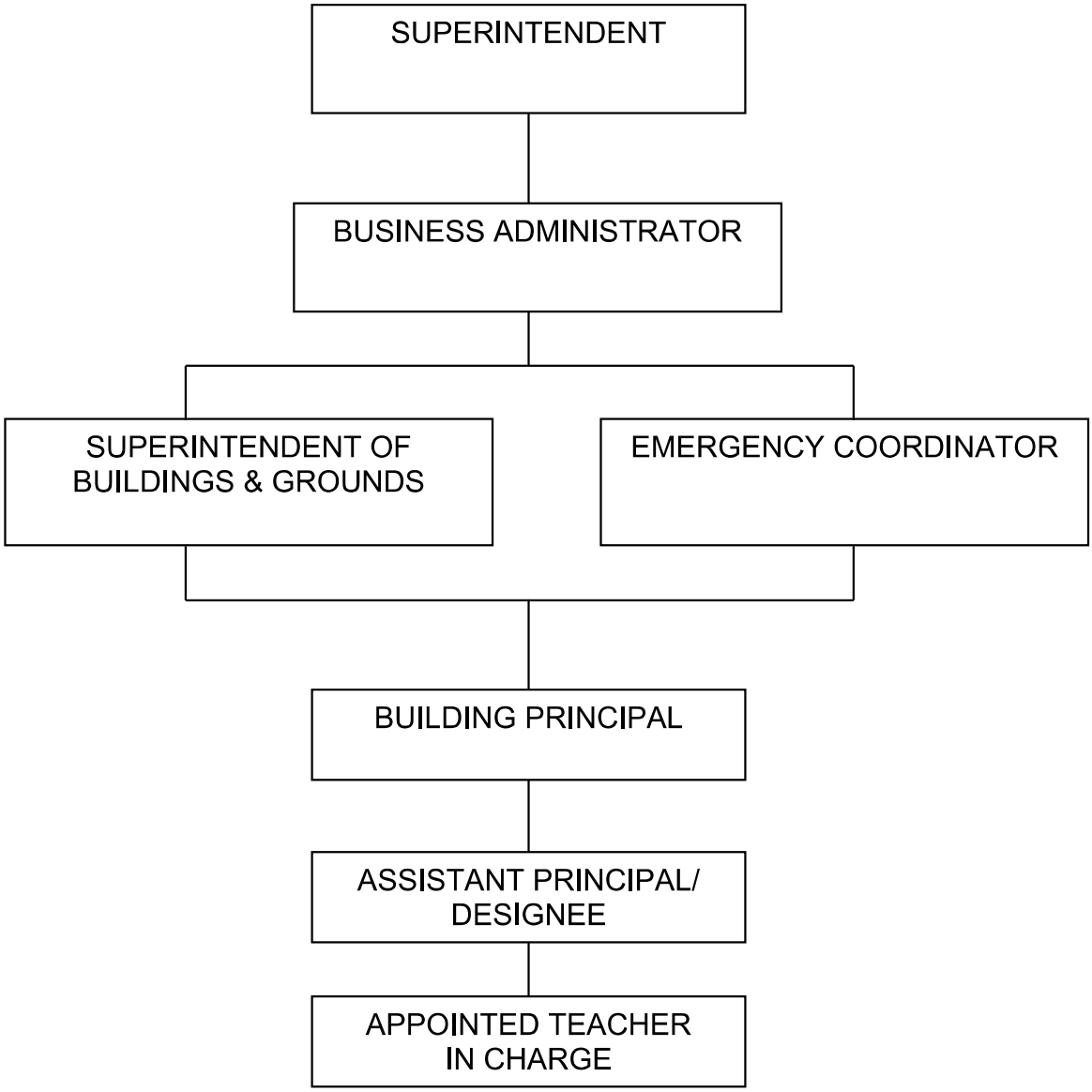
Regarding other vehicles and equipment, please contact the Holland CSD Facilities Department at **facilities@hollandcsd.org**

VEHICLE INVENTORY

NUMBER	YEAR	MAKE	License #	FUEL	CONDITION	VIN #

D

D. CHAIN OF COMMAND



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

**** CONFIDENTIAL****

Primary Location:

First Alternate Location:

Second Alternate Location:

DUTIES OF DISTRICT-WIDE INCIDENT COMMAND AND OPERATIONS STAFF

Incident Commander (IC) *(Superintendent)*	Develop Incident Action Plan (IAP). Has overall responsibility at the incident or event. Sets objectives and priorities based on agency direction.
Deputy Incident Commander *(Superintendent Designee)*	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) *(Superintendent/Designee)*	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 *(Supt. of Buildings & Grounds/ Director of Facilities, Building Principal)*	Will be the agency representative with outside agencies responding to the emergency event. Keeps Incident Commander informed of situation status.
Operations Officer *(Building Principal, Supt. of Buildings & Grounds/Director of Facilities)*	Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).
Logistics Officer *(Supt. of Buildings & Grounds/ Director of Facilities, Building Principal)*	Provides resources and all other services needed to support the incident.
Planning Officer	Develops the Incident Action Plan to accomplish the objectives. Collects and evaluates information, maintains status of assigned resources.
Finance/Administration *(Business Official)*	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.”

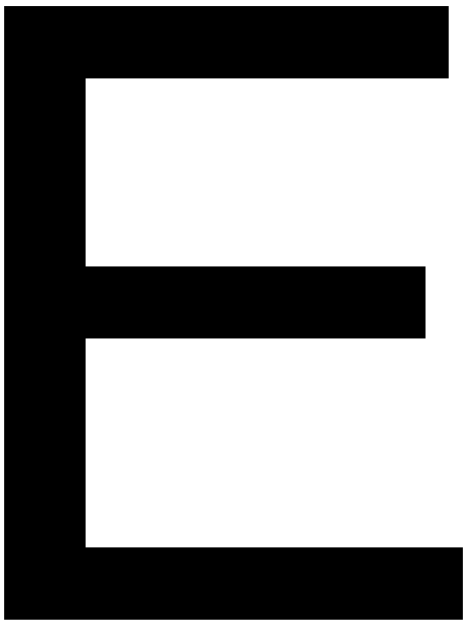
As official spokesperson, do not hesitate to say, “I don’t know” or “I will have to get back to you.”

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

The Holland Central 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 anti-violence and multi-hazard training. Students 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. The Holland Central 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
- Sheltering Procedures
- Hold 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

Per the amendment of section 155.17 of the Commissioner's Regulations relating to school safety plan requirements dated July 31, 2024 requires that drills be: (1) conducted in a trauma-informed, developmentally and age-appropriate manner; (2) not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; (3) occur after annual training in emergency procedures has been provided to students and staff; (4) be completed on different days of the week and during different times of the school day; and (4) at the time that drills are conducted, students and staff shall be informed it is a drill.

Definitions:

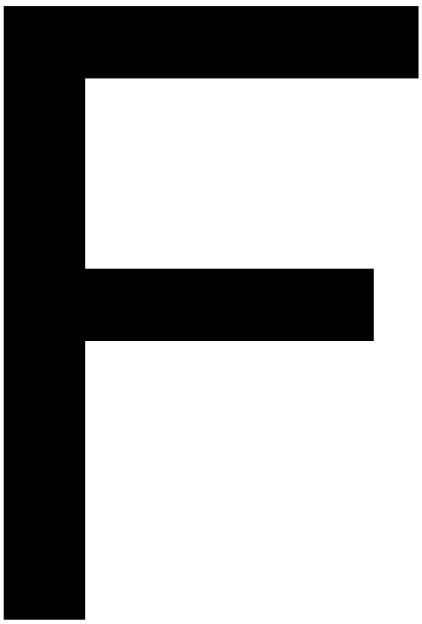
Trauma means an emotional response to a deeply distressing or disturbing experience such as violence, natural disaster, abuse, neglect, or loss.

Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.

Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

The purpose of the drills is to practice staff and student actions during an emergency. When drills are conducted, students and staff must be informed it is a drill.

Schools and districts will follow requirements if they opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials. Exercises that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency may not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds. In addition, such exercises cannot include students without written consent from parents or persons in parental relation.



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

The Holland Central School District, in coordination with local and county emergency responders, will conduct and review drills that are components of the Comprehensive District Wide Multi-Hazard Plan. The Holland Central School District will annually prioritize and schedule drills in conjunction with local and county officials. At the completion of any scheduled drill, the Holland Central 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
- Sheltering Drills
- Hold 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

- Code of Conduct ..... By Policy Number
- Maintenance of Public Order ..... By Policy Number
- Threats of Violence ..... By Policy Number
- School Conduct ..... By Policy Number
- Student Suspension ..... By Policy Number
- Weapons in Schools ..... By Policy Number
- Gun Free Schools ..... By Policy Number
- Alcohol, Drugs and Other Substances (Students) ..... By Policy Number
- Alcohol, Drugs and Other Substances (Personnel) ..... By Policy Number
- Corporal Punishment/Physical Restraint ..... By Policy Number
- Searches and Interrogations ..... By Policy Number
- Anti-Harassment ..... By Policy Number
- Power to Suspend: Alternative Education Programs ..... By Policy Number
- District Code of Conduct

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

Civil Disturbances

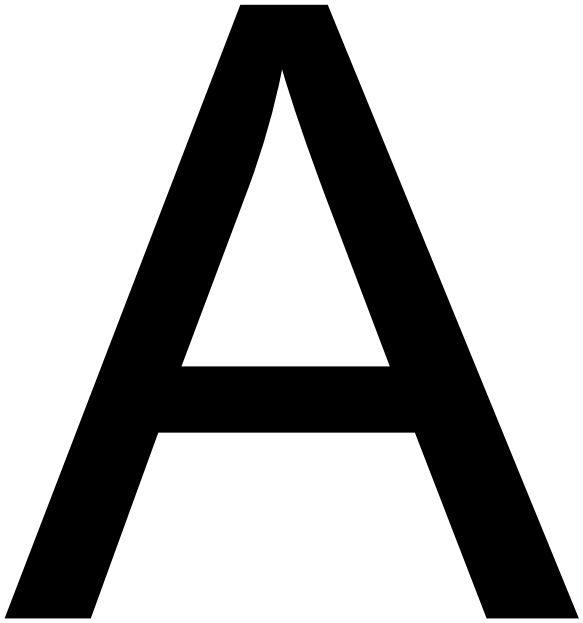
- Bomb Threat 3140
- Biological Release Threat (Telephone) 3141
- Telephone Threat Form.....3142
- Biological Release Threat (Letter/Package) 3143
- Hostage.....3144
- Intruder.....3146
- Threats of Violence 3147
- Acts of Violence 3148
- NYS Police Threat Assessment Model (2007) 3149

Medical Emergencies

- General Guidelines for Medical Emergencies 3150
- School Bus Accident and/or Fire 3151
- Cardiac Emergency Response Plan 3152

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



REFER TO DISTRICT POLICY MANUAL

B

B. BUILDING RELATED

Response Action:	Person(s) Responsible
1. Upon discovery or detection of an electrical system failure: 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	1. First person on the scene.
2. Notify Building Administrator	2. Head of Building Maintenance
3. Evaluate problem insofar as possible	3. Supt. of Buildings & Grounds, or Director of Facilities
4. Notify Superintendent	4. Building Administrator
5. Curtail or cease building operations, as appropriate: a. Hold at School b. Early Dismissal c. Evacuate d. Resume Normal Activity e. Make proper notifications	5. Building Administrator
6. Evaluate problem and commence appropriate remedial action	6. Supt. of Buildings & Grounds or Director of Facilities
7. Termination of Contingency: Notify staff, parents and students	7. Superintendent

Comments:

Response Action:	Person(s) Responsible
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. Hold at School b. Early Dismissal c. Evacuate d. Resume Normal Activity e. Make proper notifications	6. Building Administrator
7. Evaluate problem and commence appropriate remedial action	7. Supt. of Buildings & Grounds or Director of Facilities
8. Termination of Contingency: Notify staff, parents and students	8. Superintendent

Comments:

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Response Action	Person(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. Hold at School b. Early Dismissal c. Evacuate d. Resume Normal Activity e. Make proper notifications	6. Building Administrator
7. Evaluate problem and commence appropriate remedial action	7. Supt. of Buildings & Grounds or Director of Facilities
8. Termination of Contingency: Notify staff, parents and students	8. Superintendent

Comments:

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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 a. Hold at School b. Early Dismissal c. Evacuate d. Resume 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. Recovery a. Assess damage, cause, effect, remediation b. Cleanup; following insurance company concurrence c. Ascertain insurance settlement, if any d. Develop architectural/engineering solutions as needed e. Develop instructions to contractors - plans and specifications; bid procedures; if not a formally declared emergency f. Progress 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:

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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. Hold at School b. Early Dismissal c. Evacuate d. Resume normal activity e. Make proper notifications	6. Building Administrator
7. Evaluate problem and commence appropriate remedial 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:

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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. Hold 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:

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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 a Go-Home plan	3. Superintendent
4. Notify parents via radio & television	4. Superintendent

Comments:

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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:

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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	2. Building Administrators
3. Summon all persons into building(s)	3. Building Administrators
4. If tornado is sighted in vicinity of school, institute “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 ASystem Failures≅	6. Superintendent
7. Curtail or cease building operations as appropriate: a. Hold at School b. Early Dismissal c. Evacuate d. Resume normal activity	7. Superintendent

Comments:

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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 tornado=s 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 radio & television	4. Superintendent

Comments:

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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. Hold at School c. Evacuate d. Resume normal activity	2. Superintendent
3. Notify parents via radio & 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:

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: Scott Christ

Phone Number - Work: 716-537-8247

Accredited Handlers

Rick Groh

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 must be contacted DEC Hotline: 1-800-457-7362	4. Director of Facilities or Supt. of 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	3. Building Administrator/Designee
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 a. Evacuate b. Early Dismissal c. Resume normal activity	7. Superintendent
8. Make proper notifications	8. Superintendent, Building Administrator

Comments:

_____

_____

_____

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).

Number at which call is received:

_____

Time:_____ Date:_____

CALLER'S VOICE:

___	Loud	___	Soft
___	High	___	Deep
___	Intoxicated	___	Disguised
___	Calm	___	Angry
___	Fast	___	Slow
___	Stutter	___	Nasal
___	Distinct	___	Slurred
___	Accent (type) _____		
___	Other Characteristics:_____		

If voice is familiar, who did it sound like?_____

BACKGROUND SOUNDS:

___	Voices	___	Airplanes
___	Quiet	___	Trains
___	Animals	___	Music
___	Street Traffic	___	Factory Machinery
___	Office Machinery		
___	Other_____		

THREAT LANGUAGE:

___	Well spoken (educated)	____	Incoherent
____	Foul	____	Taped
____	Irrational	____	Message read by threat maker

REMARKS:

Report call immediately to:

Phone Number:_____

_ _

Date: _____
Name: _____
Position: _____
Phone Number:_____

PLACE THIS CARD

UNDER YOUR

TELEPHONE

QUESTIONS TO ASK:

1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

EXACT WORDING OF THE THREAT:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Sex of caller:_____ Race:_____

Age:_____ Length of Call:_____

ADDITIONAL INFORMATION
ON REVERSE

BOMB THREAT INSTRUCTIONS

_____
_____
_____

_____

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 Hold In Place and Secure/ Lockdown plan. Curtail 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:	
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.	1. First to contact
2. Secure the area, do not leave or let any one into the area.	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 HOLD IN PLACE plan. Curtail 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:

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 Hold in Place and Secure/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 Hold in Place and Secure/ 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. Assemble Threat Assessment Team.*	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.	5. Building Administrator

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

Comments:

Additional Information on threat assessment is located in the New York State School Safety Guide

Response Action:	Person(s) Responsible:
1. Assemble Threat Assessment Team.*	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:

Additional Information on threat assessment is located in the New York State School Safety Guide

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. Access 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 proper 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 (or Christian Science practitioner), 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; religion of the victim; and any special condition which should require special handling.

A list of all students and staff having special medical problems such as hypersensitivity to allergens, diabetes, epilepsy, etc.

STUDENT MENTAL HEALTH EMERGENCY RESPONSE

GENERAL GUIDELINES

1. Any teacher or staff member who has any reason to believe that a student may be a threat to him or herself, or who receives a report from any source that a student may be a threat to him or herself will immediately contact an administrator. The District will supervise the student until the student is released to a parent, guardian, or personal in parental relation to the student, or an appropriate professional.

2. The administrator will immediately refer the matter to the Student Support Center (SSC) and contact the parent, guardian, or person in parental relation to the student.

3. The SSC will conduct a lethality assessment and identify the appropriate action or actions to be taken based on the assessment results.

POTENTIAL FURTHER RESPONSE ACTIONS BY THE DISTRICT

1. Refer the parent, guardian, or person in parental relation to appropriate resources or agencies for support and assistance.

2. Secure permission from parent, guardian, or person in parental relation to share information or documents with the mental health care provider to further assist the student.

3. Provide support to the student. Assist him or her with re-entry.

4. If a parent, guardian, or person in parental relation refuses to respond to the child's threat to him or herself, the District may contact Child Protective Services or local law enforcement.

5. Complete any required paperwork, including any incident reports.

6. Maintain confidentiality as required by law or best practices.

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:

_____

_____

_____

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 a Cardiac Emergency:

1. **Scene Safety:** When victim is found on the ground or floor, make sure the scene is safe before approaching.
2. **Recognize the Emergency:** Identify the victim as unconscious, not breathing, or not moving.
2. **Call 9-1-1:** Have someone immediately call 911 if you have not and provide the location of the emergency
3. **Activate the CERP:** Have someone call the office and alert the **Cardiac Emergency Response Team (CERT)** and the school administration.
4. **Begin CPR:** If the victim is unresponsive and not breathing, initiate CPR if you are trained.
5. **Retrieve the AED:** If available, send someone to obtain the AED if not obtained by the by the **CERT** and follow its prompts for use.
6. **Direct EMS to the Scene:** Assign a staff member to meet EMS and direct them to the location.
7. **Follow the CERP:** Adhere to the specific steps outlined in the school's CERP.
8. **Continuously Assess and Provide Care:** Monitor the victim's condition and continue CPR or AED use until EMS arrives.
9. **Post-Event Review:** After the incident, conduct a debriefing with those involved to evaluate the effectiveness of the CERP and identify areas for improvement.

Key Responsibilities of a Cardiac Emergency Response Team:

- **Prompt Response:** Rapidly responding to the emergency and initiating care.
- **CPR and Defibrillation:** Performing chest compressions and using an automated external defibrillator (AED) if available.
- **Communication:** Effectively communicating with other healthcare professionals about the situation.
- **Monitoring:** Continuously monitoring the patient's vital signs and response to treatment.
- **Coordination:** Coordinating with other emergency responders, such as paramedics, as needed.
- **Debriefing and Documentation:** Participating in post-event debriefing and documenting the event.

Schools are required to have a CPR/AED certified individual who can operate an AED during school hours as well as at after-hours school sponsored activities and events.

Automatic External Defibrillators (AEDs) are located in all district schools with clearly marked signs over their locations. District staff are trained how to call for help using their office or classroom phones. Also, AED location information is provided on maps in the Building Level Emergency Response Plans. AED cases contain supplies for first responders including gloves, CPR barrier mask, alcohol wipes, razor, towelette and scissors.

Travelling AED units are housed with the physical education department and are provided to athletic teams and trainers.

Effective January 20, 2026, amendments to Education Law § 2801-a(2)(h) require that the school safety training for students and staff required in the district-wide school safety plan must now include training in sudden cardiac arrest.

Additionally, effective January 20, 2026, Education Law § 2801-a(2)(n), provides that district-wide school safety teams may provide voluntary first aid, CPR/AED training to school staff, including members of the building level emergency response teams. If provided, Education Law and Commissioner's Regulations referenced above require such training to be in accordance with PHL §3000-b.

Staff outside or off campus property should always carry communication devices and emergency contact information for assistance. This information is refreshed with staff during annual training.

***Emergency contact numbers for obtaining help:**
Number to call for help in school building 911 and (716) xxx-xxxx.
Number to call for help on school grounds 911 and (716) xxx-xxxx.
Number to call to notify if SCA occurs at offsite location 911, and (716) xxx-xxxx.
Secondary contact number if primary not available: (716) xxx-xxxx

****PHONE NUMBERS LISTED IN BUILDING LEVEL PLAN**

CPR/AED Certified School Personnel

Staff Name	Title	Telephone Number	Location	Availability
	Administrators Nurses Teachers Coaches Counselors		Throughout Maryvale UFSD	x BeforeSchool x After School x School Day x Athletic Events x School Events x Other

****NAMES AND PHONE NUMBERS LISTED IN BUILDING LEVEL PLAN**

Automated External Defibrillator (AED) Locations

Note: All AEDs are clearly labeled and stored in appropriate storage cabinets or go bags/cases in all Holland CSD Buildings.

Number of AEDs inside the building depends on building size.

Holland CSD currently has a total of 12 AED Units

AED locations are noted on building level emergency response plan maps in Appendix X in accordance with Commissioner's regulation 155.17(c)(2)(iii).

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.

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

Responsibility		Action
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. Radio 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. Radio and 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

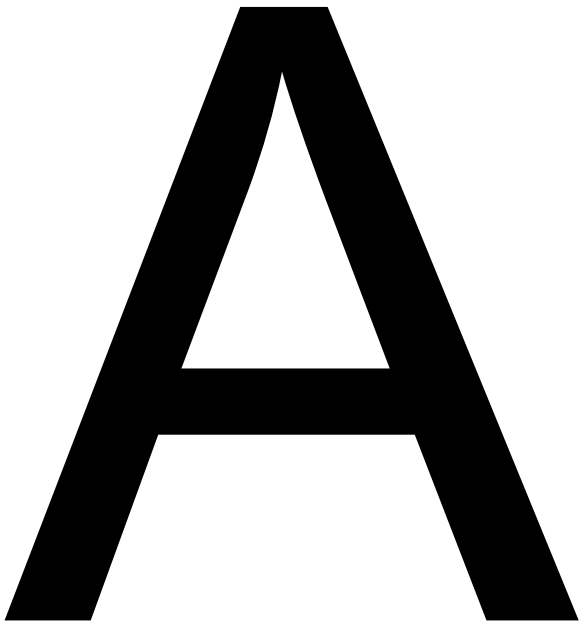
A. Description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies

- Step-by-Step Procedures.....4100

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

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

- Statement 4300



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

STEP 1	Call 911
STEP 2	Give Specific Information to the 911 Dispatcher • 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 HOLLAND CENTRAL 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 …….. .5100
security, including, where appropriate, the use of
school safety officers and/or security devices or
procedures

- Safety/Security

B. Procedures for the dissemination of informative materials ……5200
regarding the early detection of potentially violent behaviors,
including, but not limited to:

- School Safety Plans
- Community Notification of Sex Offenders
- Professional Growth/Development
- Code of Conduct

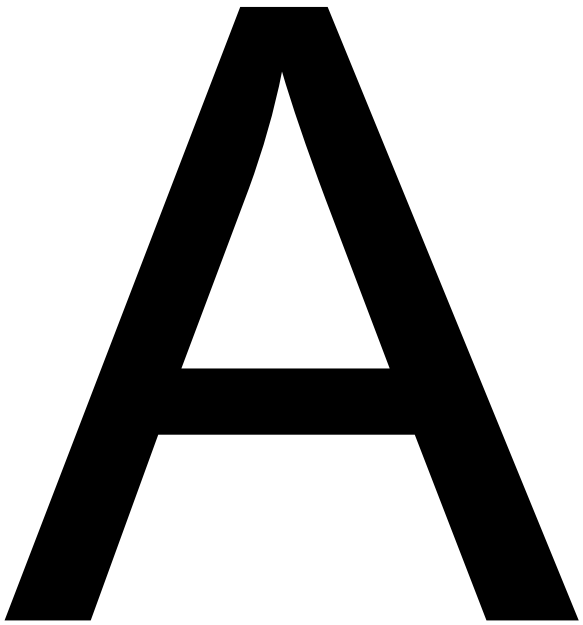
C. Appropriate prevention and intervention strategies such as:……..5300

- Collaborative agreements with local law enforcement officials (Memorandum)
- Responses to Acts of Violence: Implied or Direct Threat …… 5302
- Threat Assessment: Prevent or Intervene Prior To Acts of Violence ….5305

D. Strategies for improving communication among students 5400
and between students and staff and reporting of potentially
violent incidents, such as the establishment of:

- Youth-run programs,
- Peer mediation,
- Conflict resolution,
- Creating a forum or designating a mentor for students concerned with bullying or violence,
- Establishing anonymous reporting mechanisms for school violence, and
- Others based on district need

E. Description of duties, hiring and screening process, and.....5500
required training of hall monitors and other school safety
personnel.



SEE DISTRICT POLICY MANUAL

B

SEE POLICY MANUAL AND DISTRICT WEBSITE (CODE OF CONDUCT)

C

DRAFT

MEMORANDUM OF UNDERSTANDING

Between the

_____POLICE DEPARTMENT

AND

_____ SCHOOL DISTRICT

MEMORANDUM OF UNDERSTANDING BETWEEN THE

_____ POLICE DEPARTMENT AND

THE _____ 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 _____ Police Department and the Board of Education for the _____ 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 _____ School District and the _____ 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

Responses to Acts of Violence: Implied or Direct Threats

In situations in which Implied or Direct threats of violence by students, teachers, other school personnel or visitors to the school have been made, Holland CSD recognizes the need to take immediate action. These actions may be taken in the following manner:

1) Following the Memorandum of Understanding developed collaboratively between local police agencies and Holland CSD.
2) Following procedures outlined in the District Code of Conduct document.
3) Use of personnel trained in de-escalation or other strategies to diffuse the situation. The personnel could include but not limited to Administrators, Staff, Guidance Counselors, Social Workers, Security Personnel, etc. Inform staff and students on the importance of reporting the implication after a proper assessment is made. Monitor the situation and adjust the response as appropriate.
4) Determine the level of threat with the District Superintendent/Designee

Responses to Acts of Violence

In situations where acts of violence have occurred by students, teachers, other school personnel or visitors recognize the need to take immediate action. In the event or events of acts of violence, zero-tolerance has been considered but will not be implemented. Response actions could include:

1) Determine the level of threat with the District Superintendent/Designee
2) If the situation warrants, isolate the immediate area and evacuate if appropriate.
3) Follow the procedures listed on page 4100 for procedures to obtain the assistance of emergency response agencies.
4) Staff and students are asked to inform the Principal/District Superintendent immediately.
5) Follow the Memorandum of Understanding developed collaboratively between local police agencies and Holland CSD.
6) If necessary, initiate the Hold in Place and Secure procedures developed for each building.
7) Monitor the situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
8) Keep parents/guardians informed.

Threat Assessment Teams

As a violence prevention and intervention strategy, the district may establish or participate in a multidisciplinary behavioral assessment team to assess whether certain exhibited behaviors or actions need intervention or other support, including a school or district level behavioral assessment team or, if available, a county or regional threat assessment team.

- Holland CSD district and building administrators have received training on behavioral threat assessment and using behavioral threat assessment teams in their buildings. These teams will be utilized in assessing student safety when necessary.

- Annual staff training will include information regarding the purpose and procedures of this team.

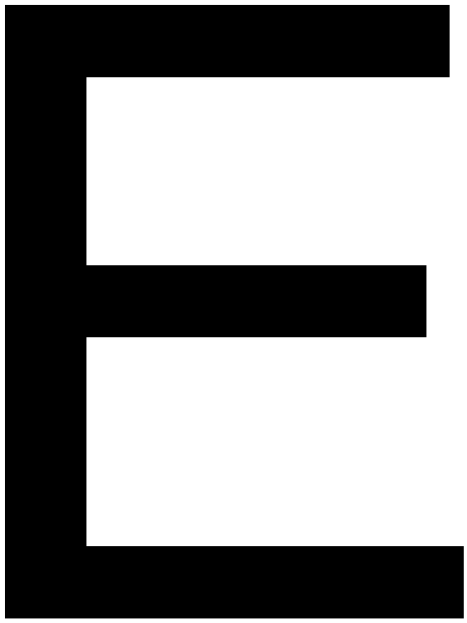
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D. STRATEGIES FOR IMPROVING COMMUNICATION AMONG STUDENTS AND BETWEEN STUDENTS AND STAFF AND REPORTING OF POTENTIALLY VIOLENT INCIDENTS.

The Holland Central 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 Holland Central School 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. 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 Holland Central School District, or shall be determined by the Holland Central School District pursuant to applicable Federal, State, County and Municipal guidance. (Example found in appendix)

The Holland Central 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 Holland Central 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 Holland Central 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 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

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

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 1: DISTRICT COMMUNICABLE DISEASE CONTINUITY OPERATIONS PLAN

Public Employer Health Emergency Plan for Holland Central School District



Approved by the Holland Central School District Board of Education on 2/22/21.

This plan has been developed in accordance with NYS legislation S8617B/A10832.

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 Holland Teachers Association, Holland Leadership Association, and the Teamsters Local #264, 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 Holland Central 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:

By: Cathy V. Fabiatos

Signature: 

Title: Superintendent

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 partB 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 the Holland Central School District. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; andit is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

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

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

- Using hand sanitizer and washing hands with soap and water frequently, including:
  - After using the restroom
  - After returning from a public outing
  - After touching/disposing of garbage
  - After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible
- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately
- Clean and disinfect workstations at the beginning, middle, and end of each shift
- 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 pandemicbut may also be applicable to other infectious disease outbreaks.

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

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

Concept of Operations

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

Upon the determination of implementing this plan, all employees and contractors of the Holland Central School District shall be notified by email and direct messaging system, with details provided as possible and necessary, with additional information and updates provided on a regular basis. District employees, parents/guardians, and the Board of Education will be notified of pertinent operational changes by way of email, the district website, social media and the district's direct messaging system. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The superintendent or his or her designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

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

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

Mission Essential Functions

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

Essential functions are those functions that enable an organization to:

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

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

Essential functions are prioritized according to:

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

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

The mission essential functions for Holland Central School District have been identified as:

Role	**Detail and Rationale**
District Administration & Clerical Support	Required to ensure the fulfillment of our educational mission and continuity of the response efforts in the event of a public health emergency.
Building Administration & Clerical Support	Required to ensure the fulfillment of our educational mission and continuity of the response efforts in the event of a public health emergency.
Buildings & Grounds	If schools are directed to provide meals to students and families as outlined above, custodians and laborers will be essential in maintaining the safety of our schools and workplace. Snow removal, daily sanitation, and cleaning, etc. will be necessary if personnel are working within our schools for meal or instructional resource distribution.
Business Office	Essential functions are, at minimum, payroll and accounts payable. Dependent on the public health emergency, purchasing (of supplies and equipment) and accounts payable may serve essential functions.
Food service	If schools are directed to provide meals to students and families that are eligible to receive free and/or reduced priced meals, personnel will be essential for this purpose.

Health services	Essential functions include, assisting with contact tracing, testing, reporting requirements and monitoring health of individuals on/off campus.
Information Technology	Provides all hardware and software for the school system. Maintains critical communication tools including the network, email and phone system. While IT is an essential function of the organization, these positions can mainly work from a remote location and may be required to occasionally be onsite for equipment maintenance, repair and/or to exchange an inoperable device for a student, teacher or staff member.
Instruction & Student Support Services	As an educational organization, our primary mission is the education of our students. Equally important is supporting the special education and mental healthneeds of our students. While it is important to articulate that mission, with the evolution of our technological resources many of these functions can shift to a staggered schedule or fully remote program where teleconferencing, distance learning and other tools are utilized to fulfill our primary mission.
Personnel	Ensuring compliance with regulation, policy, and legal requirements to ensure safety and continuation of the workforce needed to operate the District.
Safety & Security	Ensuring the safety and security of the campuses.
Transportation	If schools are directed to provide meals to students and families as outlined above, or if schools are directed to provide a continuity of instruction, transportation personnel will be essential for the distribution of meals and/or instructional resources, such as technological devices.

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.

Role	Title(s)	Detail and Rationale
District Administration & Clerical Support	• Superintendent • Superintendent's Secretary	The Superintendent is responsible for assigning and overseeing all critical functions, assuring compliance with all CDC, DOH and NYSED requirements, establishing communication with staff, parents, community members, the Board of Education, and outside organizations, and determining staffing needs. The Superintendent's secretary will assist in those tasks.
Food service	• Director of Food Service • Cook Manager	Director of Food Service is responsible for accepting food deliveries and overseeing inventory.

	• Food service employees • Limited number of teacher aides for food service support	Food service employees and teacher aides are needed for meal preparation and distribution.
Transportation	• Transportation Supervisor • Transportation secretary • Bus drivers • Bus aides • Mechanics	Transportation supervisor is responsible for overseeing drivers, the safety of our bus fleet, and onsite operations of the transportation department. Transportation secretary maintains communication with drivers, supporting the safety of drivers. Bus drivers and bus aides are critical in meal and instructional resource delivery. Mechanics are critical to the maintenance of our bus fleet.
Buildings & Grounds	• Director of Facilities and Operations • Custodians • Cleaners • Laborers • Limited number of teacher aides for cleaning and sanitation support	The Director of Facilities and Operations prioritizes the duties of the department and oversees all staff. Custodians and cleaners are critical to the safety (sanitation, cleaning, and disinfecting) of schools fulfilling the essential functions. Laborers are critical to the maintenance of the facilities.
Business Office	• Business Official • Payroll • Accounts Payable • Accounts Receivable	While payroll and other business office functions are essential to the organization, these positions can occasionally work from a remote location. There are times, due to the highly confidential nature of their work or the fiscal controls and procedural nature of a duty necessitates on-site work. During such occasions, staggered schedules will be considered to reduce density of people in the workplace.
Health Services	• RN Coordinator • Nurses	At least one nurse will be present on campus at all times to monitor the health of the employees working and assist with contract tracing, testing, and reporting requirements.

Reducing Risk Through Remote Work and Staggered Shifts

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

Remote Work Protocols

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

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

The Superintendent and the district administrative staff will determine the level of remote working for alldistrict employees in conjunction with all NYSDOH guidelines.

Staggered Shifts

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

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

The Director of Facilities and Operations, Director of Food Service, and Transportation Supervisor will work withthe Superintendent of Schools or a designee to formulate a calendar that schedules employees based on the needs of the District.

Personal Protective Equipment

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

- Masks
- Face shields
- Gloves
- Disposable gowns 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:

1. Identification of need for PPE based upon job duties and work location
2. Procurement of PPE
    a. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months
    b. Public employers must be able to mitigate supply chain disruptions to meet this requirement
3. Storage of, access to, and monitoring of PPE stock
    a. PPE must be stored in a manner which will prevent degradation
    b. Employees and contractors must have immediate access to PPE in the event of an emergency
    c. The supply of PPE must be monitored to ensure integrity and to track usage rates

The administrative team, Director of Facilities and Operations, head custodians, and nurses will be responsible for ensuring that proper PPE is available at all buildings for required applications. The district will work to maintain an adequate supply of PPE as directed above for all staff, faculty and students. An extra supply of PPE will be available in all buildings with the principals, nurses or custodial staff. The Holland Central School District participates in cooperative bid purchasing agreements and is provided with a comprehensive list of suppliers and products used for maintaining employee safety, disinfecting and sanitization protocols.

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

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:

A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a ‘close contact’ with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
    1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for the lesser of 10 days or other current CDC/public health guidance for the communicable disease in question.
        a. As possible, these employees will be permitted to work remotely during this period of time if they are not ill.
        b. The Medical Director, RN Coordinator, and Superintendent must be notified and are responsible for ensuring these protocols are followed.

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

B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
   1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
   2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
   3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance.
   4. Holland Central School District will not require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for sick leave, or return to work; unless there is a recommendation from the CDC/public health officials to do so.
   5. The Medical Director, RN Coordinator, and Superintendent must be informed in these circumstances and are responsible for ensuring these protocols are followed.

C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
   1. Apply the steps identified in item B, above, as applicable.
   2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
      a. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
      b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
      c. See the section on Cleaning and Disinfection for additional information on that subject.
   3. Identification of potential employee and contractor exposures will be conducted
      a. If an employee or contractor is confirmed to have the disease in question, the RN Coordinator and Superintendent will work with the Erie County Department of Health to inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
      b. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.
   4. The Medical Director, RN Coordinator, and Superintendent must be notified in these circumstances and are responsible for ensuring these protocols are followed.

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

Cleaning and Disinfecting

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

1. As possible, employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum.
    a. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected frequently.
    b. The Building and Grounds staff, under direction of the Director of Facilities and Operations, is responsible for cleaning common areas, and the frequency of such.
2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
3. Soiled surfaces will be cleaned with soap and water before being disinfected.
4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which the Holland Central School District is committed to reducing the burden on our employees and contractors. The *Families First Coronavirus Response Act* provided requirements related to the COVID-19 pandemic, which informed the policies outlined below. This policy may be altered based upon changes in law or regulation, as applicable.

It is our policy that employees of the Holland Central School District will not be charged with leave time for testing. Employees will be provided with up to two weeks (80 hours) of paid sick leave at the employee's regular rate of pay for a period which the employee is unable to work due to quarantine (in accordance with federal, state, or local orders or advice of a healthcare provider), and/or experiencing symptoms and seeking medical diagnosis.

Further, the Holland Central School District will provide up to two weeks (80 hours) of paid sick leave at two-thirds the employee's regular rate of pay if the employee is unable to work because of a bona fide need to care for an individual subject to quarantine (pursuant to federal, state, or local orders or advice of a healthcare provider), or to care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to the public health emergency, and/or the employee is experiencing a substantially similar condition as specified by the CDC/public health officials. This provision may be modified if an employee is able to effectively work remotely and the need exists for them to do so.

Additionally, the Holland Central School District will provide up to an additional 10 weeks of paid expanded family and medical leave at two-thirds of the employee's regular rate of pay where an employee, who has been employed for at least 30 calendar days by Holland Central School District, is unable to work due to a bona fide need for leave to care for a child whose school or childcare provider is closed or unavailable for reasons related to the public health emergency. This provision may be modified if an employee is able to effectively work remotely and the need exists for them to do so.

Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of the Holland Central School District, and as such are not provided with paid leave time by the Holland Central SchoolDistrict, unless required by law.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee andcontractor to support contact tracing efforts. Identification of locations shall include on-site work, off-site visits.This information may be used by the Holland Central School District to support contact tracing within the organization and may be shared with local public health officials.

The Holland Central School District uses a swipe card system of entry at each building. Employees are required to use their individual I.D./access cards to enter, which then creates a log of their arrival times at each location. Hourly employees also turn in paper or electronic time sheets that include their work hours for each week. Eachemployee's supervisor is responsible for keeping track of this information. In addition, all visitors are required tosign in, and the district keeps a log of visitors and the times they enter and exit in each building.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employeeslodged 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 ofthe Holland Central 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 reasondeemed not practical or ideal, or if there are no hotel rooms available, the Holland Central School District will coordinate with the Erie County Department of Homeland Security and Emergency Services to help identify andarrange for these housing needs. The Superintendent will work with the employee's supervisor to coordinate this.

APPENDIX 2: DISTRICT EMERGENCY REMOTE INSTRUCTION PLAN

Holland Central School District



Emergency Remote Instruction Plan

2023-2024

Board Approved:
Submitted to NYSED:

Introduction

The Holland Central School District developed this Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. This plan meets the requirements of the New York State Education Commissioner's Regulations of New York State for inclusion in the District-Wide School Safety Plan.

Background Information

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency. To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, but are not required to, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-Wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

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

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

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022. Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated

regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

Remote Instruction

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

Instructional Hours

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State Aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5).

Instructional Delivery

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

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

Ensuring Accessibility

Commissioner’s Regulation 115.7(f) outlines the annual data collection that districts must submit to SED annually. It requires the school district to survey families regarding their internet and device access at the students’ place(s) of residence.

According to the 2022-2023 Student Digital Resources Survey administered by the Holland Central School District, 1.8% of students surveyed reported having no point of internet access and 12% of

students surveyed reported having insufficient internet access at their home. Every student who enrolls in the district is provided with a device. The district will work with families of students who have little or no internet access to either provide a mobile hotspot, if feasible, or to develop a plan to provide instructional materials and determine an alternate means of synchronous instruction. This may include phone conferences, home visits from instructional staff, or dependent on the reason for the inaccessibility of the school building, an alternate location for instructional delivery.

The district will work with community businesses and organizations (i.e. fire departments, Boys and Girls Club, Community Center, etc.) to determine wi-fi access points at these locations which may serve as an alternate location for those with limited or no internet accessibility.

Emergency Remote Instruction Plan

Policies	This plan adheres to guidance set for in the following Board of Education policies: • 7150 – Remote Learning • 7315 – Student Acceptable Use Policy (AUP) • 3140 – Code of Conduct
Procedures for Device Access and Internet Connectivity	Holland Central School District is a 1-to-1 district. All UPK-2 students have access to an iPad and all 3-12 students have a laptop. All devices are district issued, maintained, and inventoried in our system. For any student who does not already have a device, the district will set up an on-campus pick-up date and time and offer home delivery if necessary. Depending on the length of the emergency and with circumstances allowing, the District will develop a plan for collection and servicing of devices if necessary. The device deployment and maintenance plan will be communicated on the District website, social media, and sent through ParentSquare. The District participates in the Student Digital Response Survey to assess how many students have internet access at home. The District will provide hotspots to any family that indicates a need for reliable internet at home to facilitate access to learning and instruction. All faculty should plan for alternative learning activities for students in the even of widespread disruption to connectivity that would impede synchronous connection and instruction. Should this occur, the expectation would be for the alternate assignment to be completed.
Instruction	All instructional staff and related service providers are issued a device for instructional needs. If they lack internet access at home, they will be provided with a hotspot. The District continues to provide professional development opportunities in strategies for blended and virtual learning, as well as with our learning management platforms and various software available for instruction.

	UPK-2 students and teachers will use SeeSaw as their primary platform for instruction. Grades 3-12 will use Microsoft Teams. Teachers can use all district-approved software to differentiate and support instruction. The delivery method used is at the discretion of the teacher or related service provider with the expectation that synchronous instruction is prioritized in their method of delivery, with asynchronous instruction being supplemental in nature. The duration of synchronous connections and instruction will depend on the grade level and daily instructional plan but will be the primary mode of instruction and substantial enough to guide learning. The instructional approaches may include a combination of: **Synchronous Instruction** – Using Microsoft Teams along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers will make personal connections to students scheduled at class time with Microsoft Teams, allowing them to take attendance, introduce new content and skills, and allow students to connect with the teacher and each other, ask questions, and maintain personal relationships. This model may incorporate asynchronous or project-based learning in this model. **Asynchronous Instruction** – Using a variety of digital platforms and software, teachers deliver captured or recorded lessons with associated expectations for student participation and assignment completion in a "Flipped Classroom" model. These activities may include synchronous interactions for a portion of the lesson. **Authentic Independent Instruction** – Using a variety of teaching methods, teachers will engage students in high quality learning activities that engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through both synchronous and asynchronous methods as outlined above.
Special Services	Remote instruction should be personalized and differentiated to meet the needs of all learners. **English Language Learners** For ELL students, teachers will collaborate to ensure a virtual learning program that is aligned with State and Federal mandates to meet the needs of all learners. Teachers will ensure the timely and effective communication with caregivers and parents of ELL students, including translation materials, interpretive services, literacy level-appropriate information, digital learning platforms, and other technology resources. As with in-person instruction, ELL teachers will use a variety of learning strategies such as differentiation to ensure the same standard of education as their non-ELL peers. **Special Education** Special Education and 504 students will be evaluated on a case-by-case basis to make determinations for the appropriateness of digital remote instruction. School districts are required to implement support services and

	accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. The District plans to provide Special Education services through the remote learning day to meet the IEP/504 requirements. Additional office hours will be made available to facilitate 1:1 time as needed. Services will be scheduled around whole-group and small-group instruction through collaboration with classroom teachers. The materials provided for special education students will vary based on age, classification and individual need and all activities and assignments are designed in accordance with the modifications/accommodations outlined in each student's IEP. Programs include instruction delivered through live and recorded lessons, and offer individual and small group lessons as needed. Print materials are made available to those populations for which they are required and most beneficial. This program will provide virtual or remote instruction for students with disabilities to the greatest extent possible, including materials and platforms. Special Education teachers will collaborate with classroom teachers on instructional modalities and necessary accommodations and modifications of required assignments or assessments for the day. Consultant teachers will engage in instruction with the general education teacher. Resource room and self-contained teachers will follow the same guidance and expectations as classroom teachers in regard to instruction, content, etc. Teacher aides will be available for instructional support in class meetings and assignments and will serve as additional academic support for students. Related service providers will provide teletherapy services as appropriate, to the best of their ability, using students' IEPs to determine an appropriate and reasonable level of communication and support. **General Education** Depending on the length of the emergency closure, general education students for whom digital remote instruction is not appropriate will be evaluated on a case-by-case basis by the administrative team, counselors, and teachers. For any student for whom remote instruction is not appropriate or cannot be administered due to accessibility, the district will consider delivery of instruction in an alternate model, such as phone calls, home visits, or an alternate location if feasible.
Daily Schedule	The virtual day will follow the same schedule framework as the school building to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including

	time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.
Communication	Teachers will follow the same protocols for communication that have been established in school for addressing any areas of concern, academic or behavioral. This includes a combination of email, phone calls, and referrals to the administration. All effective strategies should be accessed to ensure and maintain effective communication.
Instructional Hours	Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the district Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid. Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below: • 450 instructional hours for pupils in half-day kindergarten • 900 instructional hours for pupils in full-day kindergarten and grades one through six • 990 instructional hours for pupils in grades seven through twelve For the purposes of reducing State aid pursuant to Education Law section 3604(7), *one day* shall mean: • For pupils in half-day kindergarten, two and one-half hours. • For pupils in full-day kindergarten and grades 1 through 6, five hours. • For pupils in grades 7 through 12, five and one-half hours. The District intends to provide remote instruction to comply with the minimum number of hours required to report 1 day of instruction. This instruction will be delivered in a combination of synchronous and asynchronous models. The District estimates the number of instructional hours it intends to claim for State Aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement.

Reporting

Immediate

Whenever a school building must close to instruction due to the activation of its District-Wide School Safety Plan or Building-Level Emergency Response Plan, a Report of School Closure must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided

during an emergency closure, a Report of School Closure must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding Report of School Re-Opening, via the NYSED Report of School Re-Opening portal.

The Report of School Closure is intended to provide immediate notification to the Commissioner regarding an emergency closure. The Report of School Re-Opening notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a Report of School Closure for routine snow days.

Annually

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

End of School Year

The school district shall report the Emergency Remote Instruction Plan through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System and certifies this at the time NYSED's Form A is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

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

Board of Education Approval

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

APPENDIX #3

INSTALLATION OF WINDOW/DOOR FILM

To ensure and enhance the safety and security in Holland CSD school buildings, the district has contracted to install 3M security film on exterior windows and doors throughout the district.

The specific locations of installed film is confidential.

Questions may be directed to the District Superintendent and/or School Resource Officer.