CHEEKTOWAGA CENTRAL
DISTRICT WIDE SAFETY PLAN

2026-2027

NOTE: all sensitive/confidential information has been removed from this plan

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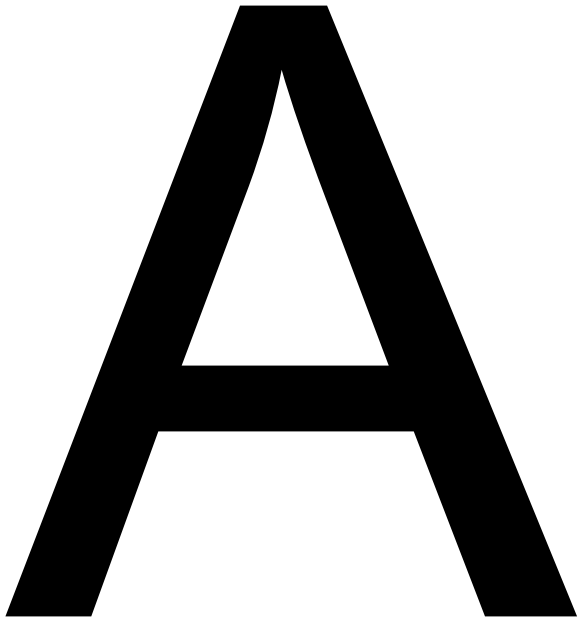
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INTRODUCTION

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 Cheektowaga Central School District Board of Education, the Superintendent of Cheektowaga 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 Cheektowaga 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.

Mike Fatta - Director of Human Resources
Josh Strzelec – HS Principal
Alexandra Roberts – HS Assistant Principal
Micah Hanford – HS Assistant Principal
Melissa Mitchell – UE Principal
Julia Hamels - UE Assistant Principal
Chris Salinas – MS Principal
Katie Daniels - MS Assistant Principal
Allison Bessel – HS Nurse
Heather Williams - MS Nurse
Ashley Costanza – UE Nurse
Paggan Damiani - UE Teacher
Marty Skierskczski - MSTeacher
Andy Baker – HS Teacher
Renee Wilson – Board of Education Representative
Greg Wittman – HS Director of Athletics
Brittany Brickman –Cheektowaga Police
Mike Amici – Technology Coordinator
Jason Tolsma – Town of Cheektowaga Emergency Services Manager
Adam Kneis – Erie I BOCES
Bruce Vona – Director of Facilities
Amy Lombardo - CSEA President
Luke Silliman - CCTA President
William Lucas - Head District Custodian
Ben Cain - Senior Custodian

C

C. CONCEPT OF OPERATIONS

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

- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.

- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.

- Efforts may be supplemented by county and state resources through existing protocols.

- This plan has been taken into consideration by the U.S. Department of Agriculture, Food and Nutrition Service (FNS), Biosecurity checklist for School Food Service Programs. The District Safety Committee will consider, annually, Food Security Guidelines to insure the safety of Students and Staff. This emergency plan is designed to respond to an emergency where food safety and security puts students or staff at risk.

D

D. PLAN REVIEW AND PUBLIC COMMENT

- This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before September 1 of each year.

- Pursuant to Commissioner's Regulation 155.17(e)(3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

- While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

- Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. 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:

- Building Safety and Security Audit Checklist 2100
- Identification of Sites of Potential Emergencies Guideline ……..... 2101
- The location of potential sites 2102

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- Evacuation (before, during and after school hours, including security during evacuation and Evacuation routes) ……..2215
- Hold/ Shelter In Place/Locations 2220
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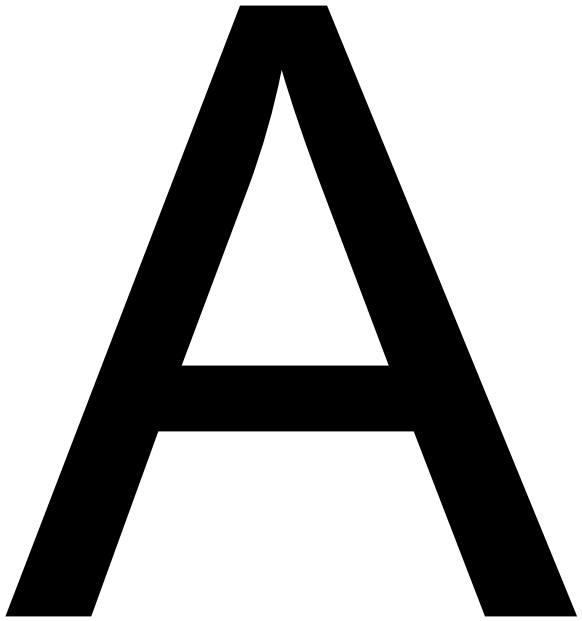
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F. Procedures for the review and conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and prepared- ness officials 2600



General

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

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

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 storage areas
- areas of student congregation
- student/teacher/administrator conference area
- swimming pool filter area
- athletic fields
- playground areas
- food security and safety (kitchen and cafeterias)

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.

A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

LOCATIONS

OFF-SITE

BUILDING	SITE	MATERIAL
Buffalo Niagara International Airport	Genesee St. & surrounding area	Aerial Vehicles ex.) Airplanes
Walden Galleria	Walden Ave.	Combustables; Fire Discharge
Derrick Corporation	Walden Ave. & Union Rd.	Combustables; Fire Discharge

ON-SITE

BUILDING	SITE	MATERIAL
HS / MS Main Campus	Chemical Storage Science Wing; Boiler Room	Chemicals Boilers

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 the go home procedure.
    a. Teachers and students return to their homeroom.
    b. Attendance of all students should be taken by teachers.
    c. Names of students not accounted for should be referred to the 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/Staff 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 the 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 students with cars

HOLD/SHELTER IN PLACE/LOCATIONS

Shelter 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 “Shelter in Place”. In most cases, a shelter in place is conducted when there is a threat of or actual weather related incident or a bomb threat.

Hold/Shelter in Place Objectives

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

1. The HOLD/ SHELTER procedure may be implemented in two ways:
   a. HOLD/SHELTER in place:
      - Teachers and students remain in assigned rooms.
      - All students should be accounted for roll-call by the teachers.
      - Names of students not accounted for should be referred to the attendance officer.
      - Teachers and students should remain in place until either given further directions or released by the 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.
      - Students should be accounted for by roll-call by teachers.
      - Names of students not accounted for should be referred to the 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 the 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. Communication with parents or the 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 in 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 district.

Lockdown-Procedures:

- **Lockdown** will be triggered by the CENTEGIX system, announced by intercom, public address system, or otherwise. Do not use codes. **Call 911 and report your situation. Lockdown adjacent school buildings as well.**
- **Immediately** gather students from hallways 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 the window.
- **Lights** Off
- **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 a master key to conduct the release. Do not rely on school personnel with keys to be available to assist in the release.**

LOCKOUT

A “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.

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.

Lockout Procedures:

- Lockout will be announced by intercom, public address system, or otherwise. Use plain language to announce the lockout.
- If a school is in lockout because they were notified by police of a local situation, there is no need to call to advise police of the lockout. However, the school should keep the police advised of any change in status to your building.
- If the school is initiating the 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.
- 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: (CONFIDENTIAL INFO)

OFF-CAMPUS

EVACUATING SITE	# STUDENTS/STAFF	RECEIVING SITE	# THAT CAN BE SHELTERED

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

EVACUATING SITE	RECEIVING SITE

STUDENT TRANSPORTATION

BUSES

Student Transportation is coordinated by Bruce Vona and provided by:

WNY BUS Company	(716) 681-2100 (O)
Contact: Armen Ayrapetov	(716) 906-0345 (C)
	(716) 681-2100 x242 (O)
Special Education Students WNY BUS Company	(440) 567-7003 (C)
Contact: Roman Buchatskiy	(716) 681-2100 x246 (O)

FACILITIES AGREEMENTS

STATEMENT

Cheektowaga Central School 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, and 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 agencies 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.

Cheektowaga Central 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

(CONFIDENTIAL)

SCHOOL	GRADES	# STUDENTS	# ADMIN.	#TCHR/ STAFF/CUST	NOTES
Union East	Pre K-4				
Middle School	5, 6, 7 & 8				
High School	9 – 12				
Central Office	----				

NOTE: # TCHR does not include Counselors, Social Workers, and Therapists

NOTE: Student numbers include Special Education students

DISTRICT ENROLLMENT – SPECIAL EDUCATION DIVISION

(CONFIDENTIAL)

SCHOOL	# STUDENTS	# TEACHER/STAFF
Union East		
Middle School		
High School		

Contact Person and Phone Number:

Erin Weir: 716-686-3609

SCHOOL DISTRICT PERSONNEL

TITLE	NAME	WORK
Superintendent:	Mr. Scott Zipp	686-3606
President, Board of Education:	Mrs. Renee Wilson	896-3607
Director of Human Resources	Mr. Mike Fatta	686-3681
Director of Pupil Services	Mrs. Erin Weir	686-2609
Director of Learning	Mrs. Karin Cyganovich	686-3645
Business Manager	Mrs. Laurie Widman	686-3611
Vice President, Board of Education	Mr. Ed Shaefer	238-1477
Director of Facilities/ *AHERA LEA Designee:*	Mr. Bruce Vona	686-3610

Principal(s)/Bldg.:	Josh Strzelec/HighSchool Melissa Mitchell/UnionEast Chris Salinas/Middle School	686-3603 686-3626 686-3662
Head Custodian(s):	WilliamLucas(FirstShift) Ben Cain (Second Shift)	686-3646 / cell-253-0606
Transportation Supervisor:	Bruce Vona	686-3610
School Nurse:	Heather Williams/Middle School Ashley Costanza/Union East Allison Bessel/High School	686-3657 686-3623 686-3628

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

6/2026

COMMUNICATION RECOMMENDATIONS

Within Buildings

1. Use of the CENTEGIX or 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 the 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.

VEHICLE INVENTORY (CONFIDENTIAL)

NUMBER	YEAR	MAKE	ID#	TYPE	ASSIGNED TO	FUEL

NOTE: There are 50 portable radios that could be used on the district campus.

** Indicates also used for snow removal*

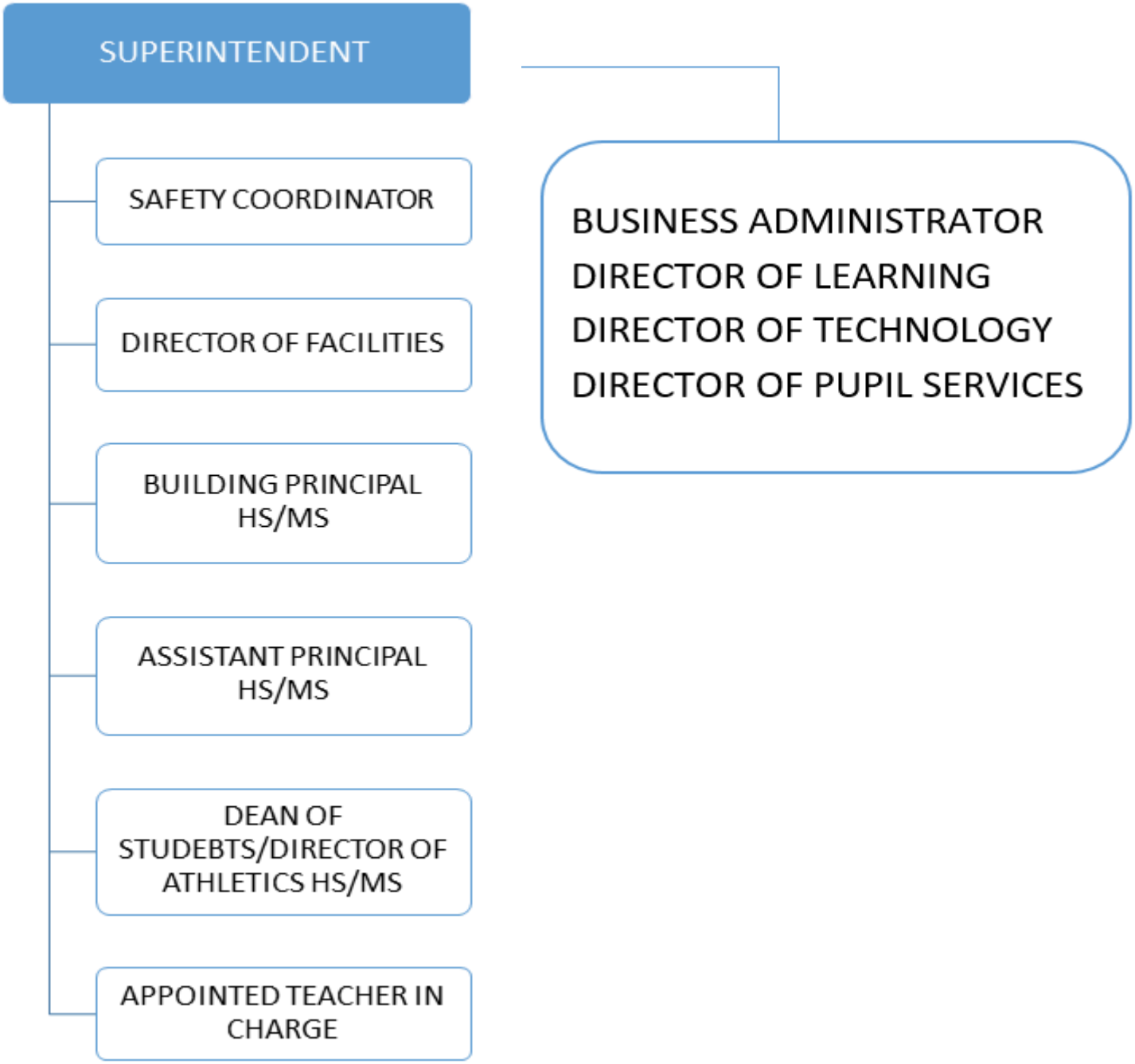
TRACTORS

NUMBER	YEAR	MAKE	ID#	TYPE	ASSIGNED TO	FUEL

** Indicates also used for snow removal and mowing*

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

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

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

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

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

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

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

SCHOOL DISTRICT EMERGENCY COMMAND/RESOURCE CENTER

Primary Location: Office of the Superintendent of Schools
3600 Union Road
Cheektowaga, NY 14225
686-3606

Alternate Locations: Union East Elementary School
3550 Union Rd.
Cheektowaga, NY 14225

DUTIES OF DISTRICT-WIDE INCIDENT COMMAND AND OPERATIONS STAFF

Incident Commander (IC) *(Superintendent)* *Chief Emergency Officer*	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 officers at press briefings. **ALL** media contact will be through this individual.
Liaison Officer *(Director of Facilities/ 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, Director of Facilities/Director of Facilities)*	Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).
Logistics Officer *(Director of Facilities/ 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.

TEAM ROLES DEFINED

BUILDING LEVEL RESPONSE

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 a 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 oversees 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 restrooms 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 school's 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."

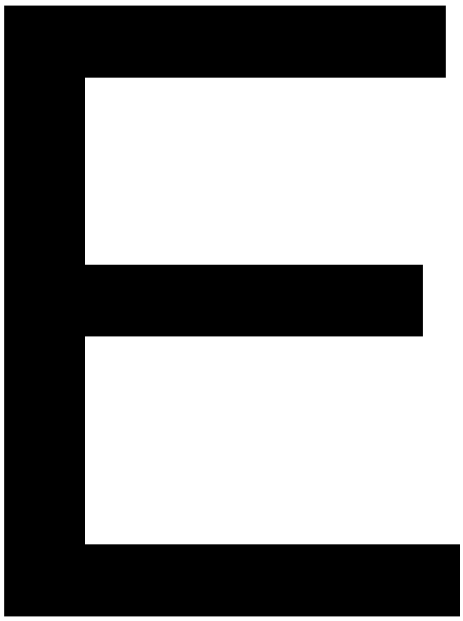
As an official spokesperson, do not hesitate to say, "I don't know" or "I will have to get back to you."

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.

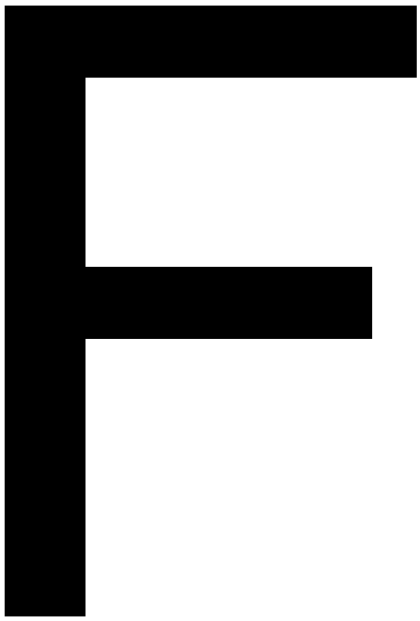


E. PROCEDURES FOR ANNUAL MULTI-HAZARD SCHOOL TRAINING FOR STAFF AND STUDENTS

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



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

The Cheektowaga 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 Cheektowaga Central School District will annually prioritize and schedule drills in conjunction with local and county officials. At the completion of any scheduled drill, the Cheektowaga 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
- Lockdown Drills
- 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).

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

Policy Numbers :

- Code of Conduct…… see Code
  District Policies…….. see Policy Manual

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

Medical Emergencies

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

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

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

A

SEE DISTRICT'S POLICY MANUAL

B

B. BUILDING RELATED

EMERGENCY UTILITY SHUT-OFFS (CONFIDENTIAL)

CONFIDENTIAL INFORMATION

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

BUILDING NAME	
	LOCATION OF SHUT OFF
NATURAL GAS:	
ELECTRIC:	
WATER:	
AIR HANDLING UNIT:	
NOTE:	

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

Comments:

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 Director of Facilities	2. Head of Building Maintenance
3. Notify Building Administrator	3. Director of Facilities
4. Evaluate problem insofar as possible	4. Director of Facilities or Building Administrator
5. Notify Superintendent	5. Building Administrator
6. Curtail or cease building operations as appropriate: a. Shelter at School b. Early Dismissal c. Evacuate d. Resume Normal Activity e. Make proper notifications	6. Building Administrator
7. Evaluate problem and commence appropriate remedial action	7. Director of Facilities
8. Termination of Contingency: Notify staff, parents and students	8. Superintendent

Comments:

Response Action:	Person(s) Responsible:
1. Relocate Education Program(s) displaced by an emergency which renders all or parts of a building unusable for school	1. Building Administrator, Superintendent
2. Establish remedial response, as appropriate for the day incident occurred a. Shelter 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; Business Administrator

Comments:

_____

Response Action:	Person(s) Responsible:
1. Upon discovery or detection of a sewer scene system failure, notify the Head of Building Maintenance	1. First at
2. Notify Director of Facilities	2. Head of Building Maintenance
3. Evaluate problem insofar as possible	3. Head of Building Maintenance, Director of Facilities
4. Notify Building Administrator	4. Director of Facilities
5. Notify Superintendent	5. Building Administrator
6. Curtail or cease building operations, as appropriate: a. Shelter at School b. Early Dismissal c. Evacuate d. Resume normal activity e. Make proper notification	6. Building Administrator
7. Evaluate problem and commence appropriate remedial action	7. Director of Facilities, Superintendent, Business Administrator
8. Termination of Emergency a. Notify staff, parents and students b. Resume building operation	8. Superintendent

Comments:

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

Comments:

B. NATURAL DISASTERS

Response Action:	Person(s) Responsible:
1. Monitor weather and road conditions	1. Superintendent
2. Close schools if conditions deteriorate.	2. Superintendent
3. Institute Go-Home plan	3. Superintendent
4. Commence district's notification system	4. Superintendent

Comments:

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

Comments:

Response Action:	Person(s) Responsible:
1. Monitor any weather bureau tornado watch/warning	1. Building Administrator, Superintendent
2. If tornado is imminent, curtail all outdoor activities	2. Building Administrators
3. Summon all persons into building(s)	3. Building Administrators
4. If tornado is sighted in vicinity of school, teachers institute “Take Cover” plan.	4. Building Administrators;
5. Termination of contingency	5. Building Administrator
6. Recovery: if building is damaged, refer to contingency plans for System Failures	6. Superintendent
7. Curtail or cease building operations as appropriate: a. Shelter at School b. Early Dismissal c. Evacuate d. Resume normal	7. Superintendent

Activity Comments:

1. In the event of imminent danger due to a natural or man-made disaster, the facility will be notified by phone or intercom. Staff and students will be notified to take cover.

2. Staff and students should be directed to the designated shelter areas. These could include: basements and hallways on the ground floor that are not parallel to the tornado 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.

EARTHQUAKE

Response Action:	Person(s) Responsible:
1. Follow directions of county emergency	1. Superintendent announcements made on local radio.
2. Provide for the safety of staff and building	2. Superintendent; activate shelter plan and recommendations for earthquakes.
3. Notify other school districts of pending	3. Director of Facilities, problems taken and actions to be taken
4. Commence district's notification system	4. Superintendent

Comments:

Response Action:	Person(s) Responsible:
1. Monitor weather and road conditions, contact local disaster coordinator	1. Superintendent
2. Curtail or cease building operations, as appropriate: a. Early Dismissal b. Shelter at School c. Evacuate d. Resume normal activity	2. Superintendent
3. Commence district's notification system	3. Superintendent

Comments:

B. ENVIRONMENTAL

Response Action:	Person(s) Responsible:
1. Notify Building Administrator	1. First person on the scene
2. Notify 911 (Local Fire Department)	2. Building Administrator
3. Implement Evacuation Plan. Direction of evacuation depending on wind direction.	3. Building Administrator, Fire Department
4. Notify Superintendent	4. Building Administrator

Comments:

ASBESTOS FIBER

Response Action:	Person(s) Responsible:
1. Remove occupants from the room, area, and wing immediately. Isolate the area as soon as possible.	1. First person on scene
2. Notify Building Administrator Notify Head of Building Maintenance and Director of Facilities	2. First person on scene
3. Notify school district AHERA designee	3. Building Administrator
4. Shut down or modify the air handling unit to restrict air movement	4. AHERA Designee
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

Response Action:	Person(s) Responsible:
10. Contact Erie 1 BOCES Safety Risk Manage-Designee ment for assistance in coordinating air sampling (TEM)	10. AHERA
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 the next day.	11. Superintendent

Maintain security of the release area.

12. Make proper notifications.	12. Superintendent

Comments: AHERA Designee

Name: Bruce Vona

Phone Number - Work: 686-3610

Accredited Handlers

NONE

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. BuildingAdministrator
4. Notify Superintendent	4. BuildingAdministrator
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 Comments:	8. Superintendent

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
3. Notify the local fire department and follow their instructions	3. Director of Facilities
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
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
4. Upon arrival, advise Fire Department of the situation and follow instructions	4. Building Administrator
5. Notify Superintendent	5. Building Administrator
6. Termination of Emergency	6. Fire Department
7. Resume, curtail or cease building operation,as appropriate	7. Superintendent
a. Evacuate	
b. Early dismissal	
c. Resume normal activity	
8. Make proper notifications	8. Superintendent, Building Administrator

Comments:

B. CIVIL DISTURBANCES

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 threats 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.

General

- 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.

3MB THREAT GUIDELINES

- **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.

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:

PLACE THIS CARD
UNDER YOUR
TELEPHONE

QUESTIONS TO ASK:

1. When is the 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

____	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:_____

_ _

Name:

Date: _____

Position:_____

Phone Number:_____

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 contact as much information as possible by using the supplied “Telephone Threat Form.”	1. First to
2. Upon completion of the telephone threat, the contact person receiving the call should attempt to immediately trace the call.	2. First to
3. Contact the building principal, if this happens contact in Central Office contact the Superintendent by telephone.	3. First to
4. Call 911. Be specific in reporting the incident, Superintendent location, how many are affected and where to meet.	4. Principal,
5. Notify Buildings & Grounds to shut down the Superintendent HVAC units throughout the building.	5. Principal,
6. Lockout, 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 theShelter Place plan Superintendent 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, Teachers, Staff
8. Upon arrival of the police, fire and local disaster Coordinator coordinator the incident will be assessed and further action could be taken upon assessment.	8. Police, Fire, Disaster Superintendent
9. If the incident is ruled to be a false alarm, a Superintendent note telling parents of the details could be processed and sent home for the parents to read.	9.
10. If the incident escalates, arrangements should Superintendent 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.
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?

_____

BIOLOGICAL RELEASE THREAT BY LETTER/PACKAGE 3143

Response Action:	Person(s) Responsible:
Upon notification of a Biological Release by letter or package:	
1. The person receiving the letter or package contact 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
2. Secure the area, do not leave or let any one contact into the area.	2. First to
3. Contact the building principal, if this happens contact in Central Office contact the Superintendent by telephone.	3. First to
4. Call 911. Be specific in reporting the incident, Superintendent location, how many are affected and where to meet.	4. Principal,
5. Notify Buildings & Grounds to shut down the Superintendent HVAC units throughout the building.	5. Principal,
6. Lockout the building, do not allow entrance or exit from the building. Students and staff participating in outdoor activities should remain outdoors or take refuge in another building.	6. Principal, Superintendent, Teachers, Staff
7. Activate the Shelter in Place plan. Curtail Superintendent 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, Teachers, Staff
8. Upon arrival of the police, fire and local disaster Coordinator coordinator the incident will be assessed and further action could be taken upon assessment.	8. Police, Fire, Disaster Superintendent
9. If the incident is ruled to be a false alarm, a Superintendent note telling parents of the details could be processed and sent home for the parents to read.	9.
10. If the incident escalates, arrangements should Superintendent 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.
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 Lockdown	3. First person on scene
4. Notify the local police and follow their instructions.	4. Building Administrator
5. Notify Superintendent	5. Building Administrator
6. Notify parents or spouse of hostage(s)	6. Superintendent
7. Termination of emergency	7. Police, Building Administrator
8. Make proper notifications	8. Superintendent

Comments:

Response Action:	Person(s) Responsible:
1. Identify intruder	1. First person on scene
2. Notify Building Administrator	2. First person on scene
3. Activate the Lockdown Plan	3. Principal
4. Confront intruder, if prudent and wise	4. Building Administrator
5. Escort intruder out of the building. Record license plate number of vehicle	5. Building Administrator make, color and
6. Maintain surveillance.	6. Building Administrator If the intruder does leave but circumstances
7. Lead you to expect trouble, summon police.	7. Building Administrator
8. Advise police of situation and follow their instructions	8. BuildingAdministrator
9. Notify Superintendent	9. BuildingAdministrator
10. Notify staff and students of incident	10. BuildingAdministrator
11. Termination of Contingency	11. 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/ Principal/Designee Designee.*	3. Safety Coordinator
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/ MENTAL HEALTH RESPONSE GUIDELINES

Response Action:	Person(s) Responsible:
1. Summon help or request someone call for help	1. First person on scene
2. Identify the stricken person medical personnel	2. First person on scene, trained
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, personnel if necessary	4. Trained medical
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.

MENTAL HEALTH RESPONSE GUIDELINES 3150

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 Services & Support Center and contact the parent, guardian, or person in parental relation to the student.

3. A School Counselor, Social Worker and/or Psychologist 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.

Response Action:	Person(s) Responsible:
1. Relocate pupils away from danger area driver students	1. School bus
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.	4. School Bus Supervisor
5. Notify School Nurse. If onsite or offsite report to scene and evaluate students.	5. Building Administrator
6. Identify the victims and where they are being transported to local hospitals	6. Qualified person(s) on scene
7. Notify parents or spouse of the victims	7. Building Administrator
8. Complete School District Accident Report Forms	8. School Nurse

Comments:

C

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

Utilize telephone lists or television and radio media to notify parents and spouses of an emergency involving an occupied school facility.

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: refreshments.	Select a location that permits direct access to rest rooms and telephones and allows for the serving of Several rooms should be made available for grieving family members and counseling sessions.
Support Personnel/ Agencies: Stress	If the situation warrants, station counselors, members of the clergy, medical personnel and Critical Incident 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 out 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 Director of Facilities/ 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) Make a 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) Make a 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 a 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

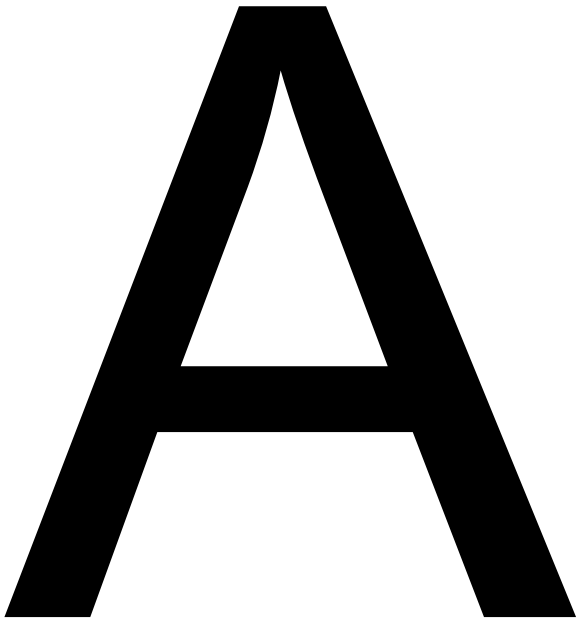
B. Procedures for obtaining advice and assistance .....4200 from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law

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

- Statement.....4300

In the case of a school district, maintaining certain information about each educational agency located in the school district, including information on:

- School population,.....4305
- Number of staff,
- Transportation needs, and
- Business and home telephone numbers of key officials of each such educational agency.



A. IN THE EVENT OF AN EMERGENCY 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
STEP 5	Post incident response can be coordinated through local and county agencies. These could include the Red Cross, United Way Agencies and other local, county and state mental health resources.

B

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

HISTORY:

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

CROSS REFERENCES:

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

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

1. It shall be the policy of the state that:

a. local government and emergency service organizations continue their essential role as the first line of defense in times of disaster, and that the state provide appropriate supportive services to the extent necessary;

b. local chief executives take an active and personal role in the development and implementation of disaster preparedness programs and be vested with authority and responsibility in order to insure the success of such programs;

c. state and local natural disaster and emergency response functions be coordinated in order to bring the fullest protection and benefit to the people;

d. state resources be organized and prepared for immediate effective response to disasters which are beyond the capability of local governments and emergency service organizations; and

e. state and local plans, organizational arrangements, and response capability required to executive the provisions of this article shall at all times be the most effective that current circumstances and existing resources allow.

2. As used in this article the following terms shall have the following meanings:

a. “disaster” means occurrence or imminent threat of wide spread or severe damage, injury, or loss of life or property resulting from any natural or man-made causes, including, but not limited to, fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, wind, storm, wave action, volcanic activity, epidemic, air contamination, blight, drought, infestation, explosion, radiological accident or water contamination.

b. “state disaster emergency” means a period beginning with a declaration by the governor that a disaster exists and ending upon the termination thereof.

c. “municipality” means a public corporation as defined in subdivision one of section sixty-six of the general construction law and a special district as defined in subdivision sixteen of section one hundred two of the real property tax law.

d. “commission” means the disaster preparedness commission created pursuant to section twenty- one of this article.

e. “emergency services organization” means a public or private agency, organization or group organized and functioning for the purpose of providing fire, medical, ambulance, rescue, housing, food or other services directed toward relieving human suffering, injury or loss of life or damage to property as a result of an emergency, including non-profit and governmentally-supported organizations, but excluding governmental agencies.

f. “chief executive” means:

(1) a county executive or manager of a county;

(2) in a county not having a county executive or manager, the chairman or other presiding officer of the county legislative body;

(3) a mayor of a city or village, except where a city or village has a manager, it shall mean such manager; and

(4) a supervisor of a town, except where a town has a manager, it shall mean such manager.

C

C. IN THE EVENT OF AN EMERGENCY WITHIN THE SUPERVISORY DISTRICT TERRITORIAL LIMITS, THE SUPERINTENDENT, OR DESIGNEE, OF THE CHEEKTOWAGA 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.

C. PERSONNEL FOR NON-PUBLIC SCHOOLS (CONFIDENTIAL)

SECTION 5000: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and procedures related to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures

- Safety/Security……SEE POLICY MANUAL

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

- Community Notification of Sex Offenders…….Policy Number…….7560
- Staff Development Training……..Page Number……..5100
- Building Staff Meetings…….Page Number …….5100

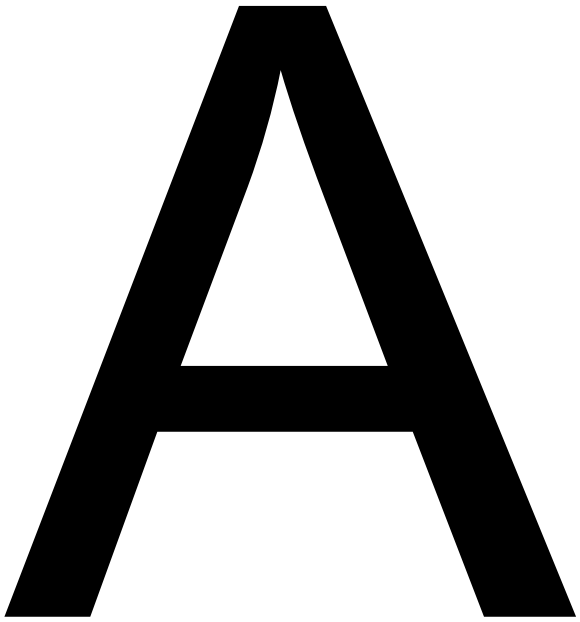
C. Appropriate prevention and intervention strategies such as: Page Number……5200

- Collaborative agreements with local law enforcement officials (Memorandum)

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

- Strategies Implemented by Grade Levels …….Page Number ……5300

E. Description of duties, hiring and screening process, and……Page Number 5400-5406 required training of hall monitors and other school safety personnel.



B

B. Informative materials describing the early detection of potentially violent behavior can be disseminated in the following manner:

1) On staff development days various resources and/or presenters could be used. These include the WNY Regional Coordinated School Health Center (Erie 1 BOCES), NY State Police, and Erie County Sheriff.

2) Information could be shared at the respective building meetings for staff.

3) Various training days for support staff.

C

DRAFT

MEMORANDUM OF UNDERSTANDING

Between the

_____POLICE DEPARTMENT

AND

_____SCHOOL DISTRICT

ADAM CHECKING OTHER DISTRICTS

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 with 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 is necessary when a student is found in possession of alcohol, illegal drugs or dangerous weapons.
4) The procedures outlining the actions of law enforcement officers when contraband is turned over to them by school officials.
5) The procedures by which students and parents will be notified of the adoption of this Memorandum of Understanding.

POLICE DEPARTMENT ACTION

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

ACTIONS OF SCHOOL PERSONNEL

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

WHAT SHOULD BE REPORTED TO THE SCHOOL ADMINISTRATOR

1) Possession of alcohol by a minor.
2) Possession of illegal drugs or misuse of over the counter drugs.
3) The possession of drug paraphernalia.
4) Students suspected, found, or admitting to being under the influence of alcohol or other drugs in school or at school sponsored activities.

5) The possession of any firearm or other illegal weapon on school property or at school sponsored activities.
6) Any time there is a threat of severe bodily harm or homicide to anyone on school property or at school sponsored events.

WHAT SHOULD BE REPORTED TO THE POLICE

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

(Signature) President – Board of Education Date

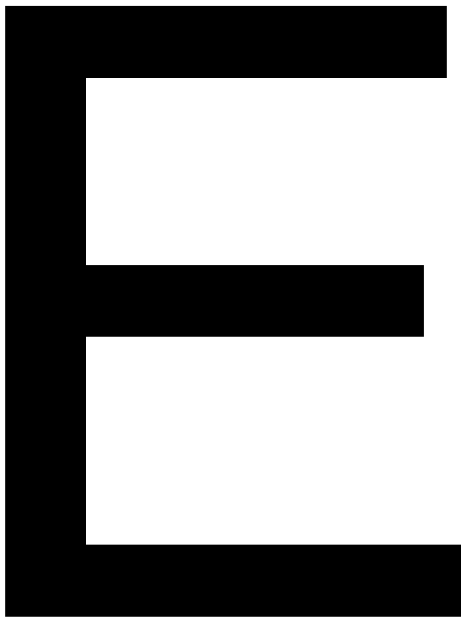
(Signature) Superintendent Date

(Signature) Building Principal Date

(Signature) Chief of Police Date

D

GRADE LEVEL	PROGRAM
ALL	School Social Worker School Psychologist
PRIMARY and ELEMENTARY	Social Skills Groups Character Education
MIDDLE and HIGH SCHOOL	Character Education



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

The XYZ 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 XYZ 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 XYZ 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 License are included in

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

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
ERIE COUNTY SCHOOLS

DISTINGUISHING FEATURES OF THE CLASS: The work involves performing non-teaching duties in overseeing student activities during regular school sessions 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 complexity 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 arranging 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 buses.

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 judgment; 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

Buildings covered by the district-wide plan:

Cheektowaga Central High School **686-3602**
3600 Union Road
Cheektowaga, NY 14225
Principal – Karin Cyganovich

Cheektowaga Central Middle School **686-3660**
3600 Union Road
Cheektowaga, NY 14225
Principal – Chris Salinas

Cheektowaga Union East Elementary **686-3620**
3550 Union Road
Cheektowaga, NY 14225
Principal – Melissa Mitchell

APPENDIX 2
BIOLOGIC OUTBREAK PLAN

CONFIDENTIAL INFORMATION

APPENDIX 3
FOOD SECURITY

CONFIDENTIAL INFORMATION

APPENDIX 4
REMOTE
INSTRUCTION
PLAN

Emergency Remote Instruction Plan Appendix 4

District-wide School Safety Plan

Emergency Remote Instruction Plan (beginning 2023-2024)

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The Cheektowaga Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the Board of Education policies.

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.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

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

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

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

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Cheektowaga Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the Cheektowaga Central School District's Shared Google Drive. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

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

District policy AUP 2025.docx and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

CHEEKTOWAGA CENTRAL EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: Link
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device e.g. chromebook; In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.
PEDAGOGY	All teachers in grades K-12 will use Google Meet & Google Classroom as their primary instructional platforms. Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach **may include a combination of:** **Synchronous "Live" Instruction** - UsingGoogle Meet & Google Classroom along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model. ***Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.*** **Authentic Independent Instruction** - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.

STUDENT EXPECTATIONS	All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations. ● All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meets: o Mute yourself on meets as directed by your teacher o **Cameras are to be kept on during classroom meets** unless directed specifically by your teacher to do otherwise. ● Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. ● Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.
DAILY SCHEDULE	The virtual day will follow the same schedule framework as the HS, MS and Elementary School 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 PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.
NON- INSTRUCTIONAL SERVICES ● **TRANSPORTATION** ● **FOOD SERVICE**	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services.

• **MAINTENANCE** • **CUSTODIAL** • **CLERICAL/ ADMINISTRATIVE SUPPORT**	Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

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

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. A district remote instructional day is the same number of hours as an in-person instructional day. The actual hours of the instructional day shall be discussed each spring during building council.

For example, if the school district has three (3) remote instructional days in a school year, then it will claim an estimated total hours for State Aid purposes due to emergency conditions as follows:

1. Grades K-4: 6 hours, 15 minutes X 3 days = 18 hours, 45 minutes

2. Grades 5-8: 6 hours, 36 minutes X 3 days = 19 hours, 48 minutes
3. Grades 9-12: 6 hours, 35 minutes X 3 days = 19 hours, 45 minutes
4. **For a district-wide estimated total of 58 hours, 18 minutes**

REPORTING

IMMEDIATELY

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 BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner 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 THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction 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.

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction.

Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day.

Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs, should follow the same guidance and expectations as classroom teachers in regards to pedagogy, content, class meetings, and flexibility.

Teaching assistants are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide "tele-therapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.