Forestville Central School District

District-Wide Emergency Response Plan

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Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. As required Forestville CSD has developed this Comprehensive District-Wide Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies, and to facilitate the coordination of the District with local and county resources in the event of such incidents or emergencies. The District-Wide Plan is responsive to the needs of all schools within Forestville CSD and is consistent with the more detailed Emergency Response Plans required at the school building level. Districts are at risk of a wide variety of acts of violence, and natural and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the District and its schools. Forestville CSD supports the SAVE Legislation, and has engaged in a planning process that involves and continues to involve the collaboration of all segments of the Forestville CSD community as is demonstrated by the make-up of the District-Wide Safety Team. The Superintendent encourages and advocates on-going District-Wide cooperation and support of Project SAVE. The District-Wide Plan is made available to the public. However, confidential information and tactical strategies for responding to critical events are not disclosed because disclosure of such information threatens the safety of students, staff and the public. The Building Level Emergency Response Plans include the details that are

required by Education Law §2801-a will be kept confidential and that are prohibited from disclosure. The District-Wide Plan is a comprehensive reflection of the building Emergency Response Plans. Every Building Level Emergency Response Plan is customized to the individualized needs of the program, but all plans are in keeping with the intent of Project SAVE.

Purpose

The Forestville CSD Comprehensive District-Wide Safety Plan (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17) has been established to provide for the safety, health and security of both students and staff. Forestville CSD refuses to tolerate violence or threats of violence on school grounds and by implementation of this Plan will make every effort to prevent violent incidents from occurring. The appropriate authority and budgetary resources are provided in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage participation of all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that victims or reporters of incidents of violence will not be discriminated against

Definitions

Incident – An event that disrupts everyday functioning but does not pose an immediate danger to life or property.

Emergency – A dangerous event that disrupts everyday functioning but does not result in a request for assistance from the state or federal government.

Disaster – A dangerous event that causes significant human or economic loss and demands a crisis response beyond the scope of any single agency or service.

Emergency Response Team – Key school district personnel responsible for planning and executing the emergency management plan.

Incident Command Center (ICC) – The operational, planning, logistical, and administrative efforts necessary to contain an emergency situation and effectively render emergency services. The goals in mind will be to relieve suffering, to protect lives and property, to reduce injuries, deaths and property damage, and to restore peace. The ICC will be the location of the Superintendent, New York State Troopers, Chautauqua County Sheriff's Department, Forestville Fire Department/Emergency Management Services representatives. Other agencies may also coordinate activities at or through the ICC. A coordinated response to situations will come from the ICC regardless of jurisdictional boundaries. The ICC will need to be accessible but may be

physically removed from the incident, have sufficient parking for medical, police, and emergency vehicles, be controllable yet large enough to accommodate receipt of supplies, equipment, and personnel.

The Basic Plan

Introductory Material

Forestville Central School District supports two key practices being adopted in New York State. First, this plan provides standardized language that is consistent with current national emergency response protocols. Secondly, consistent formatting aligns critical information necessary to improve rapid response to emergencies together in the following sections:

- Functional Annexes
- Threat/Hazard Specific Annexes
- Appendices

The Basic Plan standardizes language and provides a structured framework for all school plans statewide.

Functional Annexes focus on critical operational functions and the courses of action developed to carry them out. In New York State, it is best practice to utilize the following Functional Annexes:

- Shelter-In-Place
- Evacuation
- Lockout
- Lockdown

These four Functional Annexes provide a common foundation for response to all emergencies and should not be modified. The intent is to create an environment where students, school staff, and emergency responders recognize the language and procedures provided no matter where they are in the State.

Actions and best practices outlined in the Threat/Hazard Annexes section, detail what to do in the event of various emergencies. It is also important to identify appropriate staff to fill specific roles related to incident command and appropriate response team.

Plan Development and Maintenance

8 NYCRR Section 155.17 (a) and 155.17 (c)(2)(ii) - requires that each school shall have a Building Level School Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

District-Wide School Emergency Response Team

The District-Wide School Emergency Response Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident.

District Wide Emergency Response Team		
Name	**Title**	**Agency**
Dr. John O'Connor	Superintendent	Forestville Central School District
Daniel Grande	Principal	Forestville Central School District
Shauna McMahon	Principal	Forestville Central School District
Ashley Cross	School Nurse	Forestville Central School District
Jen Hodkin	School Nurse	Forestville Central School District
Sara Botticello	School Secretary	Forestville Central School District

Brenda Schneider	School Secretary	Forestville Central School District
Melody Voigt	Secretary to Superintendent	Forestville Central School District
Kris Richter	Head Bus Driver, Transportation	Forestville Central School District
Kyle Barthel	Director of Facilities	Forestville Central School District
Sharolyn Wutz	Custodian	Forestville Central School District
Rick VanCuren	Building Maintenance Mechanic	Forestville Central School District

Sarah LoManto	Cafeteria Manager	Forestville Central School District
Wesley Wright	Director of Technology & Communication	Forestville Central School District
Scott Hazelton	Athletic Director	Forestville Central School District
Greg Greenough	Teacher	Forestville Central School District
Scot Greenough	Teacher	Forestville Central School District
Jon LeBaron	Teacher	Forestville Central School District
Kristen Marvin	Teacher	Forestville Central School District
Scott Rutkowski	School Safety Specialist	Erie II BOCES
Deputy Brian Hanner	Local Law Enforcement	Sheriff's Department
Kyle Barthel	Fire Chief	Forestville Fire Department

Bruce Ellis	Pastor	Forestville Shepherds Society
Andrea Spengler	Board of Education Member	Forestville Central School District
Mark Woolley	Community Member	Riles and Woolley Funeral Home

Responsibilities of the District Wide Safety Team

The District-Wide Safety Team recommends actions that they feel are necessary to prevent school violence in Forestville CSD to the Superintendent and Board. The Team meets at least annually and minutes of each meeting are kept. An agenda is established prior to each meeting. The Team has the responsibility for developing and auditing the Comprehensive District-Wide Safety Plan to determine its success in violence prevention. Some of the team's primary responsibilities include:

- Recommending training programs for students and staff in violence prevention.
- Dissemination of information regarding early detection of potentially violent behavior.
- Developing District-Wide Response Plans to acts of violence.
- Communicating the Plan to students and staff.
- Reviewing previous incidents, as compiled by the Building-Level Safety Teams, of violence and examining existing records to identify patterns and trends that may indicate causes of violence; Incident and Injury Reports; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.). Making recommendations necessary for change.
- Reviewing Building-Level Emergency Response Team security analyses to evaluate the potential for violence. Recommending improved security measures.

The District-Wide Emergency Response Team (Response Team) is responsible for decision-making, advising, and coordination of resources during both District-Wide and building-level emergencies. This team uses the National Incident Management System (NIMS) Incident Command structure with a designated chain-of-command. Individual members of the Team will be activated to fulfill needed roles depending on the scope of the

emergency. The initial Team is comprised of:

- Superintendent
- Building Principals
- SRO

Plan Review and Public Comment

Pursuant to Commissioner's Regulation, Section 155.17(e)(3), this Plan was made available for public comment at least 30 days prior to its adoption. The District-Wide Plan and Building-Level Plans were adopted by the Board after one public hearing that provided for the participation of school personnel, parents, students and any other interested parties.

- This Plan is reviewed periodically during the year and is maintained by the District-Wide Safety Team. The required reviews are completed annually on or before September 1 of each year since its adoption. The District-Wide Plan is posted on the District's web site and a hard copy is available upon request from the Administration Office of the District.
- Although the Building-Level Emergency Response Plans are linked to the Comprehensive DistrictWide Safety Plan, in accordance with Education Law §2801-a, the Building-Level Plans are confidential and are not subject to disclosure. This further ensures safety at the building-level and reduces the potential for planned sabotage. Building-Level Emergency Response Plans were filed with both Local and State Police within 30 days of adoption and have been updated periodically, as needed.

Elements of the Comprehensive District-Wide Safety Plan

As per New York State Education Law Chapter 181 § 2801-a (2), the Forestville CSD Comprehensive District-Wide Safety Plan contains the following elements:

- Identification of sites of potential emergencies.

- Plans for responses to emergencies including school cancellation, early dismissal, evacuations and sheltering.
- Responses to an implied or direct threat of violence by students, teachers, other school personnel as well as visitors to the school, including threats by students against themselves.
- Responses to acts of violence by students, teachers, other school personnel as well as visitors to the school, including acts by students against themselves.
- Prevention and intervention strategies including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; non-violent conflict resolution training; peer mediation programs; extended day and other school safety programs.
- Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies.
- Identification of District resources and coordination of such resources and workforce available during an emergency.
- Designation of the chain-of-command
- Plans to contact parents and guardians or persons in parental relation to the students of the district in the event of a violent incident and in the event of an implied or direct threat of violence by such student against themselves.
- School building security
- Dissemination of information regarding early detection of potentially violent behavior.
- Plans to conduct drills and exercise the Emergency Response Plan including reviews of tests.
- Annual school safety training for students and staff; provided that the district must certify to the commissioner that all staff have undergone annual training on the emergency response plan, and that the school safety training include components on violence prevention and mental health, such training may be implemented and conducted in conjunction with existing professional development and training; provided however that new employees hired after the start of the school year shall receive training within thirty days of such hire or as part of a district's existing new hire training program, whichever is sooner.
- Protocols for bomb threats, hostage taking, intrusions and kidnapping.
- Strategies for improving communication and reporting of potentially violent incidents.
- A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity.

Distribution of the Plan

8 NYCRR Section 155.17 (c)(3) mandates that a copy of the ERP and any

amendments shall be filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption. The requirement to submit ERPs to the State Police is fulfilled by submitting plans electronically via the online application to NYSED.

Chautauqua County Sheriff
Attn: James B. Quattrone
15 E. Chautauqua Street
Mayville, NY 14757

School ERPs are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Record of Distribution
Copies of the emergency response plan, including appendices and annexes are recommended to be distributed to your School Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the district superintendent and any other persons deemed appropriate by the School Safety Team.

Plan Review and Updates
8 NYCRR Section 155.17 (a) requires the School Safety Team to review its ERP annually and update it by September 1st as needed.

Purpose and Situation Overview

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students/staff to injury, and causing damage to public or private property.

School Safety Teams shall complete thorough threat assessments to identify circumstances in the school or near campus that may present unique problems or potential risk to people or property.

The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students.

Prevention/Intervention Strategies/Program Initiatives

Program Initiatives

These are the programs, strategies and activities that Forestville CSD is using or may

use for violence prevention and intervention and improving communication among students and staff, and for the reporting of potentially violent incidents. Forestville CSD provides a way to report concerning behavior using Sandy Hook Promise, an Anonymous Reporting System on our website. This system allows both students and adults to securely submit anonymous safety concerns anytime to help identify and prevent violence, suicide, bullying and any other dangerous behavior. Students and building team members have been trained for this system. Forestville CSD has also participated in CSTAG (Comprehensive School Threat Assessment Guidance) training level 1. Forestville has also implemented Youth Mental Health First Aid, with all staff members being trained to help identify students that may be in crisis, and to direct them to the most appropriate resource for help.

School Violence Prevention and Intervention Training

Each instructional employee completes at least one training session in school violence prevention and intervention lasting at least two hours containing the content as specified by the Project SAVE law. Employees of all the instructional departments in Forestville CSD attended this session at the onset of the law. Each new employee since that time has been presented with the material at the annual Superintendent's Conference Days.

Non-Violent Conflict Resolution Training Programs

Designed to teach staff and students comfortable ways to end disputes. This helps students reach a peaceful solution to student conflicts. Programs vary from building to building but all involve the active participation of the entire school community. It is not always a formal program, but part of everyday activities.

Special Education Strategies (Some of these strategies used in other programs as well)

Pupil personnel services; Behavior Intervention Plans (BIPs); Positive Behavioral Intervention Supports (PBIS) program; Psychological services; Building Crisis Teams; Behavior classes; and high ratio of staff members to students. Student assemblies are provided related to the prevention of school violence which promote diversity tolerance and prevention of bullying. Staff is provided with opportunities to attend workshops and conferences focused on managing student behavior and developing prosocial skills in students. Crisis Prevention Institute (CPI) training is provided to Special Education staff as nonviolent crisis intervention training including methods for diffusing disruptive and assaultive students.

Regional Schools and Instructional Programs Strategies

Teachers are provided with a continuity of presentations on the topic of Character

Education and Service Learning in order to implement the strategies of Student Leadership, Character Education and Citizenry into the school climate. Superintendent's Conference Days are used to provide informational sessions on these topics as well as on behavior management plans, and on gangs and bullying. Staff development is provided on behavioral management practices in the classroom. School psychologists and school counselors provide individual counseling, crisis management and anger management.

Planning Assumptions and Limitations

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The School ERP is established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the School ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

Suicide Intervention

Whenever a staff member suspects or has knowledge of a student's suicide/self-harm or suicidal intentions he/she will take proper steps to support the student, promptly notify the principal or school counselor and request that appropriate school staff conduct an initial risk interview. The principal or counselor

will then notify the student's parents/guardians as soon as possible, unless notification of the parents will jeopardize the student's safety. The district may also refer the student to mental health resources in the community.

The district also encourage students to notify a teacher, principal, or counselor or other adult when they are experiencing depression or thoughts of suicide/self-harm or when they suspect or have knowledge of another student's despair, self-harm or suicidal intentions. The school works to create a safe environment where students feel they can freely express feelings and concerns to any staff member.

Forestville Central Schools supports The Columbia Lighthouse Project but using their suicide rating scale for all suicidal threats. Columbia Rating Scale is completed by someone on the crisis team. The questions should be read just as they appear on the scale.

Concept of Operations

The overall strategy of a School ERP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)
The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. 8 NYCRR Section 155.17 (c)(2)(v) requires a definition of a chain of command consistent with the Incident Command System.

Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS depending upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications.

Superintendent
The Superintendent (or their designee) will serve as the Incident Commander and designate a qualified individual to serve as an alternate in the event that the Superintendent is unable to serve in that role. At all times, the Superintendent still retains the ultimate responsibility for the overall safety of students and staff.

Principal
The Principal acts as an alternate, in the role of the Incident Commander, for the Superintendent in the event that the Superintendent is unable to serve in that role.

Teachers / Substitute Teacher / Student Teachers
Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Direction, Control, and Coordination

School Incident Command System
To provide for effective direction, control and coordination of an incident, the School

ERP will be activated through the implementation of the Incident Command System (ICS).

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

Incident Commander
Directs management activities Acts as a liaison between school and public (including media) Alternate IC

Public Information Officer (PIO)	**Liaison Officer**
Acts as liaison between school and public (including media)	Responsible for coordinating with outside/emergency agencies

Finance & Administration	**Logistics**	**Operations**	**Planning**
Responsible for incident accounting, costs and reimbursement	Responsible for organizing resources and personnel	Carries out response activities, universal procedures, etc.	Responsible for collection, evaluation, dissemination, and use of information

School Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident

organization and determine strategies to implement protocols.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants.
- Coordinate media relations and information dissemination with the Superintendent/Principal/Incident Commander.
- Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all significant activities.

Public Information Officer & Liaison Officer

The superintendent will be the public information officer and liaison for community contact during an emergency or crisis incident. When the superintendent is not available, the principals will serve in this capacity. Comments to the media by others are discouraged. If administrators are unavailable, the district will have no comment until such time when authorized statements can be made. The media liaison will ensure that only accurate, verifiable information is made available to the media at a time and place appropriate for each individual circumstance.

Communication Network

The faculty/staff communication network will consist of text messaging, mobile devices, automated calling system, District website, e-mail for each building, and faculty meetings prior to school or after school.

Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:
- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from the Logistics Section.

- Document all activities.

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (c)(2)(ii) requires the designation of individuals assigned to emergency response teams.

Planning Section
Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log.
- Document all activities.

Logistics Section
Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:
- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and use an automated calling system for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment.
- Document all activities.

Finance/Administration Section
Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident.

Responsibilities and duties include:
- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property.
- Develop a system to monitor and track expenses.

- Account for financial losses in accordance with district policy and secure all records.

Coordination with Responders

The School ERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another.

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

Source and Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive.

Information Collection, Analysis and Dissemination

The School will collect, analyze, and disseminate information during and after an incident.

Types of Information

During an incident, the school will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school will also monitor the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information.
- Staff member who collected and analyzed the information.
- Staff members receive and use the information.
- Format for providing the information.
- Date and time the information was collected and shared.

Training, Drills and Exercises

It is Forestville CSD's policy to fully comply with all applicable safety standards and laws and specifically to be in compliance with Commissioner of Education Regulation 155.17 including the requirement to have multi-hazard training for staff and students. The best way to train students and staff on emergency response procedures so that they are prepared for multi-hazards is through annual drills and exercises in each school building. Based on the determination of the District-Wide Safety Team and the Building Level School Safety Team, the following methods may be used and, if so, will be documented on the Report of Mandated Drills form, which is part of the Building-Level School Safety Plan.

- Early Go-home drill
- Live drill including sheltering, evacuation, lockout, lock-down
- Live drill for specific responses (i.e. hostage taking, bomb-threat, etc.)
- Table top exercises - During these problem solving exercises a team meets to discuss emergency scenarios and work through possible problems that might occur. They determine how to resolve these issues, thereby addressing and eliminating potential problems before an emergency occurs.
- Emergency Response Team exercises - These drills test whether team members are clear on their role during an emergency without staging a live drill of the entire building.

Forestville CSD recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, Forestville CSD invites local agencies to participate in and to help evaluate exercises. These agencies include but are not limited to local Police and Fire Departments, Rescue and Ambulance Services, Local Emergency Management Offices and the E2CC BOCES Health & Safety Office. Forestville CSD also has staff members involved in incidents and drills to fill out the School Emergency Response Assessment, which is part of the Building-Level School Safety Plan. The Building-Level School Emergency Response Team debriefs and analyzes these to help improve the response in the future.

Annual training is also given at each school building on its Building-Level Emergency Response Plan, including: how to summon assistance in the event of an emergency; special procedures for bomb threats, hostage-taking, intrusions and kidnapping; post-incident procedures including medical follow-up and the availability of counseling and referral. Staff receives written information in the form of the BuildingLevel Emergency Functional Annexes SHELL Poster, which is part of the Building-Level School Safety Plan. Trainers are knowledgeable and familiar with the Forestville CSD Comprehensive Safety Plan. The district must certify to the commissioner that all staff have undergone annual training on the emergency response plan, and that the school safety training include components on violence prevention and mental health, such training may be implemented and conducted in conjunction with existing professional development and training; provided however that new employees hired after the start

of the school year shall receive training within thirty days of such hire or as part of a district's existing new hire training program, whichever is sooner.

All potential Forestville CSD employees undergo a rigorous screening and hiring process including required fingerprinting. Employees whose duties include entrance and/or hall monitor duties are provided with a detailed job description and instruction on those duties. They are responsible to supervise students in halls during lunch period and student breaks and provide assistance to students, as needed. They are to help maintain order and discipline and assist in managing the behavior of students, including crisis intervention. They receive Crisis Prevention Institute (CPI) training, so that they may assist in crisis intervention, de-escalate potentially violent situations, and participate in restraining disruptive or dangerous physical behavior, as needed. They are required to identify and promptly report safety hazards to designated building personnel. All employees are to direct all visitors to sign-in and sign-out, and to obtain and wear a visitor's badge. They are to report possible intruders to the Campus Administrator. They receive annual training in the Emergency Response Plan

Risk Reduction/Prevention and Intervention

Prevention/Intervention Strategies

Research indicates that positive, skills-based approaches can increase the safety of students and school personnel. The Forestville Central School District will continually strive to emphasize prevention and intervention strategies to minimize the potential for conflicts, altercations, and school-related violence. The goal of the intervention and prevention strategies is to create a safe and secure learning environment for students.

The health professionals, school counselors and school psychologists of Forestville Central Schools will participate in any emergency requiring their expertise in planning, providing care, follow-up crisis intervention, and evaluation.

Health Office prevention efforts include:

- Evaluating the environment for safety and health hazards and recommending appropriate changes when necessary.
- Training and updating the staff in infection control standards and measures annually.
- Maintaining first aid manual and infection control manual.
- Providing adequate supplies for personal protection from blood-borne pathogens, first aid and “Go Bags.”
- Assisting in education for health and safety issues.
- Maintaining a database of information for student and staff needs including emergency concerns.

- Being knowledgeable about emergency plans.
- Participating in and evaluating emergency drills.

School Counselor/School Psychologist prevention efforts include:
Examples of programs and activities that Forestville Central School District will use as part of the prevention and intervention strategy may include:

- Individual counseling of students by school counseling staff.
- Group counseling, when appropriate.
- Emphasizing non-violent conflict resolution strategies.
- Establishing an anonymous reporting mechanism for students who wish to notify school administrators about potential incidents of school violence.
- Principals will also adjust scheduling procedures to minimize the potential for conflicts or altercations between given students.

Social Emotional Learning

Students are facing immense challenges and respond to such challenges in varying ways. As a result, improving school climate where students make caring connections, build trust, and display respect is critical. Helping students develop skills around social emotional learning (SEL) are crucial to a students school, career, and life success. Assessing SEL is essential to assuring students feel they have a comfortable and safe learning environment. E2CCB will utilize SEL screening tools to assess and improve student SEL competencies and school climate. Educators will be provided information on individual student SEL abilities and understanding, resulting in SEL instruction integrated into the classroom.

Proactive Student and School-Wide Protocols and Procedures to Address, Prevent and Respond to Elopement

Individual Student Prevention and Intervention Procedures

1. For students with disabilities, Committees on Special Education, with input from teachers and parents, must identify student behaviors that impede student learning and/or lead to self-harm behaviors like elopement/wandering.
2. If a student demonstrates elopement/wander behavior/s or even a tendency to elope or wander, a Functional Behavioral Assessment (FBA) should be conducted upon receipt of prior written notice generated by the CSE and signed by the parent.
3. Along with the FBA, a Behavioral Intervention Plan (BIP) must be completed to ensure that the eloping/wandering behavior/s are addressed through the plan and work in concert with the school wide safety/security procedures. Behavior Intervention Plans assist teachers and aides in

addressing, reducing and ultimately extinguishing these behaviors if possible. Parent involvement in the development of the BIP is required, however, with students who are challenged with elopement/bolting behaviors parent involvement is crucial. Severe school age student eloping/bolting behavior may necessitate the need for a 1:1 teacher aide.

Early Detection of Potentially Violent Behaviors

Early Detection of Potentially Violent Behaviors
The District will make informative materials available to teachers, administrators, parents, and students regarding the early detection of potentially violent behaviors.

Building Security Procedures
Procedures that will minimize risks to students and staff from intruders or other persons intent on threats and/or harm begin with controlling access. A single point of entry will be used in each school building with all entrances kept locked while school is in session for the day. The following visitor procedures will be followed:

- Anyone who is not a regular staff member or student of the school will be considered a visitor. All individuals entering the buildings must enter through the front doors (single point of entry). A camera and door lock system will be used to permit entry only after visitors have identified themselves and the purpose of their visit.
- All visitors to the school must report to the main office immediately upon arrival at the school. The visitors will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the main office and sign out before leaving the building.
- Visitors attending school functions that are open to the public, such as parent group meetings or public gatherings, are not required to register.
- Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rules for public conduct on school property contained in the Code of Conduct. If visitors do not abide by the rules for public conduct, their permission to visit may be revoked, and they will be required to leave school grounds

Visitors who violate the Code of Conduct shall be subject to penalties. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they

shall be subject to immediate ejection, loss of privileges to attend future activities and events, may be banned from school property, and may be subject to civil or criminal legal action pursued by the District.

Acts of Violence: Implied or Direct Threats

As noted in the District Code of Conduct, a violent student means a student age 21 or under who:

- Commits an act of violence upon a school employee, or attempts to do so.
- Commits an act of violence while on school property or at a school function upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
- Possesses a weapon while on school property or at a school function.
- Displays what appears to be a weapon while on school property or at a school function.
- Threatens to use a weapon while on school property or at a school function.
- Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- Knowingly and intentionally damages or destroys school district property. See Education Law §3214(2-a)(a), §3214(2-a)(3) and (4), and §3214(6).

The policies and procedures for responding to implied or direct threats of violence or acts of violence by students, teachers, other school personnel, or visitors are articulated in the Code of Conduct. Examples of such violent conduct include:

- Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, or other school employee or attempting to do so.
- Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student, or any other person lawfully on school property, or attempting to do so.
- Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
- Displaying what appears to be a weapon.
- Threatening to use any weapon.
- Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee, or any person lawfully on school property, including graffiti or arson.
- Intentionally damaging or destroying school district property.

Implementation of School Security

Security measures currently include:

- Employees have picture IDs provided by Forestville.
- Fobs tied into door access system in all locations.
- Signs directing visitors to the main office or reception desk in all buildings.
- Sign-in/sign-out stations with procedures, including the distribution of and requirement for visitors to wear visitors' badges, at the reception desk in all buildings and programs.
- Video surveillance and intercoms at entrances with locked doors and buzz-in system.
- Perimeter doors of all buildings are kept locked.
- Indoor and outdoor video surveillance cameras in key locations at all buildings.
- All employees are authorized to question persons without visitors' badges and send and /or accompany them to the main office.
- Trained Crisis Teams in place are activated as needed.
- Contractors wear picture IDs as per RESCUE regulations.
- Periodic security audits performed by Safety Risk staff.
- School Resource Officer (SRO) as a resource for students and staff. (See Duties of SRO)
- Other methods as deemed necessary based on a constant review of current practices.
- Not all security measures are implemented in every location. Measures are applied as determined by the needs of the program.

<u>Duties of the School Resource Officer</u>

The SRO is an officer first and is sworn to uphold the law. The SRO is not a school disciplinarian nor invited to intervene in school administration, unless a crime is expected of being committed. School discipline is the responsibility of the school administrator. Duties are:

- The SRO will assist the school administration in maintaining a safe and secure environment.
- The SRO and the school principal will formulate plans and strategies to prevent and/or minimize dangerous situations that might occur on campus.
- Abide by school board policy, New York State Education Law, and all other New York State Law governing conduct of a police officer
- The SRO will provide a highly visible presence to deter or identify trespassers on campus.
- Provide a program of educational leadership by acting as a guest speaker in addressing tobacco, alcohol, and other drug issues, and in addressing violence diffusion, and violence prevention, and safety issues in the school community
- Act as a communication liaison with law enforcement agencies and provide basic information concerning students on the campus served by the officer
- Present programs to parents on issues related to tobacco, alcohol, and other drugs, violence prevention, and safety

- Provide informational in-series for staff on issues related to alcohol and other drugs and the law, violence, gangs, safety, and security
- Gather information regarding potential problems such as criminal activity, gang activity and student unrest, and attempt to identify particular individuals who may be a disruptive influence to the school and/or students
- Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practical, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under the authority of the law. Whenever practicable, the SRO shall advise the principal before requesting additional police assistance on campus.
- Refer students and/or families to the appropriate agencies for assistance when need is determined.
- The SRO shall not act as a school disciplinarian. However, if the principal believes an incident is a violation of the law, the principal may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate.
- The SRO can perform other duties as may be mutually agreed upon in writing by both the Police Department and the District.
- To counsel students in special situations when requested by the principal, student, or parent
- To investigate criminal activity on or around school property
- To assist other officers with outside investigations relating to students
- To provide security at school events and/or functions of necessary.
- Maintain a professional demeanor at all times in the performance of his/her duty as a School Resource Officer.

Vital Educational District Information

Each Building Level School Emergency Response Plan contains vital information within the Building Information Report section of the plan, such as school population, number of staff, transportation needs and telephone numbers of key educational officials. District Administration maintains copies of this information.

Early Detection of Potentially Violent Behavior

- Forestville programs are designed to identify potentially violent behaviors and work directly with students and families.
- Forestville disseminates informative materials (when deemed appropriate) and provides training regarding the early warning signs and detection of potentially violent behaviors, including, but not limited to: the identification of family, community and environmental factors to teachers, administrators, parents and other persons in

parental relation to students of the District or board, students and other persons deemed appropriate to receive such information.
- Training is conducted by in-house staff, local agencies, consultants or others as deemed appropriate.
- Staff receives training, such as Crisis Prevention Institute (CPI) to prepare staff for violent incidents and lessen their impact, and in early intervention/prevention strategies.
- Employees receive annual multi-hazard training on the Emergency Response Plan. This training may address topics including the early detection of potentially violent behavior.

Hazard Identification (Sites of Potential Emergency)

As part of each Building-Level Emergency Response Plan, each Building-Level School Emergency Response Team determines sites of potential emergencies that may impact the individual school building. Such sites may include but not be limited to all school buildings, playground areas, and properties adjacent to schools, off-site athletic fields, buses and off-site field trips.

All Campuses are vulnerable to potential emergencies due to manmade and natural incidents:
- Roadway transport accidents
- Railroad transport accidents
- Industrial and agricultural site chemical leaks and/or fires
- Municipal/commercial services failures (water, sewage, phone, data and electricity)
- Severe weather emergencies common to Western New York

Functional Annexes

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

The Functional Annexes within this section outline a comprehensive set of guides for responding to and functioning during an emergency. Each School Building Level School Safety Team should assess and develop annexes to meet the unique needs of each school building.

Functional Annexes provide standard language and procedures, and are

intended to be transferable to schools statewide and modifications are not recommended.

- **S**helter-in-Place
- **E**vacuation (required per 8 NYCRR Section 155.17 (c)(2)(i)
- **L**ock-out
- **L**ock-down

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

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health
- Accounting for All Persons
- Reunification
- Continuity of Operations

Shelter-in-Place

Purpose
If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a "Shelter-in-Place" may be initiated. A Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado). This is intended to keep students and staff out of the affected area until the situation can be rectified.

Evacuation

Purpose
This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (c)(2)(i).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Evacuation – (Off School Grounds)

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

Evacuation – Return to Buildings or Grounds

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

- The Incident Commander will make the decision when it is safe to return to the building.
- In the event that emergency response services (Police, Fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, who will then make the decision to allow students and staff to return to the building or grounds.

Lockout

Purpose

This annex describes the courses of action the school will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

Lockdown

Purpose
This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Other Incidents

Active Shooter Threat

Purpose
The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of an active shooter on school grounds or in the school building.

Scope
The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school grounds or in the school building.

An active shooter or armed assailant on school property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Bomb Threat

The FBI Bomb Threat Call Checklist is available at all telephone locations and is distributed in each school building as part of the training on emergency procedures along with the Emergency Procedures Quick Reference Pamphlet. When a building specific bomb threat is received in a school building there are three response actions that the Principal/Building Incident Commander may choose between. The decision to whether or not to evacuate is dependent on information received in the threat and how credible that information is. The Principal/Building Incident Commander should conduct a debriefing/interview of the person who has received the threat to aid in the decision process on what action to take. Based on all available information, the Principal/Building Incident

Commander will determine the best course of action.

1. 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. Authorities believe that through compartmentalization casualties can be minimized should a bomb detonate.
2. Evacuation of the building after searching exit routes and evacuation areas. Before evacuation can take place, evacuation routes, exits and assembly areas must be searched.
3. Pre-clearance and Security Screening in Lieu of Evacuation relies on anticipating a threat. A building that has been pre-cleared and maintained as secure does not need to be evacuated if a bomb threat is received. Pre-clearance requires “clearing” of the building in coordination with local law enforcement officials before the start of the day, as well as continual monitoring of security throughout the day to ensure no suspicious objects have been brought into the building by students, visitors, or staff. This option may be implemented only prior to the receipt of an actual bomb threat. This option is appropriate during standardized testing periods or when there is particular concern over the possibility of a bomb threat.

Re-occupancy of a School Building The school administrator has the ultimate responsibility for making the decision to re-enter a school building after a bomb threat incident and evacuation. This decision will be made in consultation with the police, the Program Director and the Incident Commander. Police do not have the authority to declare the building safe for re-occupancy. No one will be able to conclusively state that there is no bomb, only that the search did not reveal a bomb. Based on the information received from the building search there are four options:

1. Reoccupy the building and resume classes
2. Relocate the building occupants to another facility
3. Re-enter the building within a set time
4. Activate the plan for early dismissal

<u>Criminal Behavior and False Reporting Prevention</u>

Forestville periodically disseminates information to students and staff informing them that reporting a false bomb threat is a crime that may result in imprisonment and/or civil penalties. The school will discourage false reporting of incidents designed to threaten life and property by instructing staff and students to immediately report the presence of strangers in the building and unusual or

suspicious objects.

Hostage Taking

1. The first person aware of the situation will immediately notify the Principal's office and will convey all known information, including a description of the victims and suspects, types of weapons being used, and any demands from the hostage taker.
2. The Principal will authorize a 911 call, a direct call to the police precinct, or that other appropriate emergency services are notified.
3. The school Principal or designee will issue the appropriate code alert for a Lockout or Lockdown (proprietary, in Building Emergency Response Plans), if necessary, and isolate the area.
4. The school Principal or designee will notify the Program Director, who will be the District Administration contact. No response will be given to the media at this time.
5. The school Principal or designee will turn over authority to the police upon their arrival, will give full cooperation, including all available information and maps, and will assist as requested.

Intruder/Hostile Visitor

1. All Forestville employees are authorized to stop and question all unescorted, unidentified or unauthorized persons that they do not recognize as belonging in the building. These people are to be requested to report to the main office to obtain a visitor's pass. They are to be escorted unless that would leave students unsupervised or endanger the escorting employee's safety.
2. Staff immediately reports the intruder or suspicious person to the Principal's office.
3. The Principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
4. The Principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The Principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
5. If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Building security will be notified, if appropriate. The Principal or designee will authorize a 911 call or other appropriate emergency notification.
6. If the situation escalates, the Emergency Response for a Lockdown (proprietary, listed in each Building Emergency Response Plan) will be

utilized to notify all teachers and staff who will execute the signaled response.
7. The main office will be notified so that District Administration can ensure that appropriate resources are made available to the school.
8. The building Principal is prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

Kidnapping/Student Abduction

1. During school hours, when a student has already been documented as present, the first person aware of a kidnapping or missing student will immediately notify the Principal's office who will obtain student information and photo I.D (if available) and descriptive information on the suspect. School building staff and security personnel will search the building and also utilize the public announcement system.
2. The parent/guardian will be notified. If a student is not found, police will be notified.
3. The school Principal will turn over the investigation to the police upon arrival, will give full cooperation, and will assist as requested.
4. Parents will be notified immediately if the student is located.
5. During school hours, when a student has not arrived at school, parent or guardian will immediately be contacted. Parents should be asked to contact the school if the student is located.
6. If a student is not legally absent he/she could be lost, a runaway or truant (determine if any friends are also missing).
7. The student's means of transportation to school should be reviewed. If the student is not located, the police should be notified. Student information and photo I.D. (if available) will be obtained.
8. The Program Director will be notified and will notify District Administration.
9. The school Principal will turn over the investigation to the police upon arrival, will give full cooperation and assist as requested. No information is to be released to the media at this time.
10. Parents will be notified immediately if the student is located.
11. After school hours, when a student has not arrived at home, the school may be notified by a concerned parent/guardian.
12. Gather any information available on the student and his/her departure from school.
13. Advise parent/guardian to contact friends.
14. Advise parent/guardian to contact police if student is not located. School Principal or designee should be available for police investigation.
15. Ask parent/guardian to re-contact school if student is located.

Weather Emergencies - Thunderstorm - Lightning - Hurricane - Windstorm - Hail - Winter Storm -Tornado

1. The Building Principal/Incident Commander Monitors situation
2. The Building Principal/Incident Commander informs the Superintendent.
3. All outdoor activities are curtailed if thunder is heard, lightning is seen, the sky is threatening or a local warning signal has been received over the NOAA Weather Radio. Forestville CSD does not wait for severe weather to begin.
4. All students and staff are summoned into the building to return to classrooms. Outdoor activities are not resumed until 30 minutes after the thunder is last heard.
5. Upon hearing the Severe Weather Sheltering signal, classes proceed to the Severe Weather Shelter areas.
6. In a thunderstorm, students and staff in a vehicle stay there with windows closed. If outdoors and no building or vehicle is available, standing underneath tall structures and trees is avoided. Crouch with feet apart, hands on knees and head between them. Do not lie flat on the ground.
7. In a tornado, students and staff who are outdoors or in a vehicle and cannot get inside a building, move away from vehicles and lie in a ditch or low-lying area or crouch near a strong building, using arms to protect their head and neck.
8. Severe Weather Shelter areas are on the lowest floor possible of the building in interior, windowless hallways that are away from exterior doors, trees, utility poles and utility lines. Due to their large roof spans, do not take shelter in large rooms such as cafeterias, gyms and auditoriums or in locations with skylights.
9. The Principal/Building Incident Commander may determine that the building is not safe to occupy and may signal an Evacuation after the event has subsided.
10. Students and staff are instructed to stay clear of – and to never touch – fallen wires or anything these wires touch.

<u>Radiological Emergency</u>

May include the following situations and other events:

Nuclear Accident - Nuclear Attack - Dirty Bomb

1. When notified by the appropriate authority the Principal/Building Incident Commander will initiate measures to shelter students and staff in place for up to a 24 hour period.
2. Sheltering will help to minimize radiation exposure to the body by using distance from the source of the radiation; shielding from the radiation by heavy, thick, dense materials that which will absorb radiation, such as remaining indoors in interior spaces within the thick walls of the school; and by using time for the radiation to lose its strength (radiation dissipates and

decays rapidly).
3. A Lockout will be initiated closing all windows and doors.
4. Custodial staff will turn off air conditioners, ventilation fans, furnaces and other air intakes that bring in air from the outside. If possible, vents will be sealed.
5. Students and staff will move to interior hallways on the first floor of buildings, away from doors and windows. In buildings with basements, sheltering in the basement will be considered, depending on circumstances.
6. Protective action instructions and recommendations of federal, state and local emergency management offices will be followed.

<u>Chemical and Biological Emergency</u>

Could include the following situations and other events:

Chemical Spill - Terrorist Attack (also see Anthrax below)

1. If an accidental chemical spill occurs in the building, evacuate the area immediately and seal the room. Notify the Principal/Building Incident Commander. Review the Material Safety Data Sheet (MSDS) and determine the urgency of the situation. The Principal will call 911 for Fire Department/ HAZMAT response, if appropriate. Evacuate adjacent areas and possibly the entire school, if necessary. Have the Head Custodian/Building Maintenance Mechanic shut or increase ventilation depending on circumstances. Contact Department & District Offices and keep them informed. Conduct clean-up operations as per the MSDS and Fire Department/HAZMAT instructions.
2. If exposure is external to the building, authorities will instruct schools in the best course of action, which may be to evacuate the area immediately, to seek shelter at a designated location, or to shelter-in-place (on the ground floor, not the basement, where vapors may settle and become trapped) and do a Lockout, sealing the premises, as in the radiological emergency procedure #s 3-6 above. If the shelter area is sealed, there should be ten square feet per person, which will provide sufficient air to prevent carbon dioxide build-up for up to five hours.
3. If caught in an unprotected area, attempt to get up-wind of the contamination and seek shelter as quickly as possible.
4. Agents used in chemical warfare may be in the form of poisonous vapors or gasses, aerosols, and liquids or solids that have toxic effects on people, animals or plants. They may be odorless, colorless, and tasteless. Biological agents which may be used as weapons have illness-producing effects on people, livestock and crops. They may be dispersed via aerosols, animals, food and water contamination; mail; and person to person.
5. A person affected by a chemical or biological agent requires immediate

attention by professional medical personnel. If medical help is not immediately available, decontamination should proceed to minimize health consequences.

6. Remove and bag all clothing and other contaminated items in contact with the body, avoiding contact with eyes, nose, and mouth. Wash with soap and water. Flush eyes with water. Change to uncontaminated clothing. Seek medical help as quickly as possible.

Anthrax

1. Be careful of suspicious packages and letters, they may contain explosives, chemicals or biological agents such as Anthrax. Anthrax is a bacterial infection treatable with common everyday antibiotics. Persons exposed to anthrax are not contagious to others. The key to controlling the situation is to avoid panic and limit exposure to the infection.
2. Postal authorities advise caution with the following:

   Unexpected mail; Mail addressed to someone no longer at the address; Mail without a return address; Mail with a postmark that doesn't match the return address; Mail of unusual shape; Mail with odd smells or stains; Mail marked with "confidential" or "personal" stamps; Mail marked "Your lucky day is here" or "Prize enclosed"; Mail with excess postage; Mail with misspellings; Packages that are tied up with twine ⇒ SUSPICIOUS PARCELS AND LETTERS: INCLUDING POSSIBLE or string.

   3. If a letter is received that is suspicious or is claimed to be infected with anthrax, it should not be opened or shaken. If opened, the person who opens it remains calm and proceeds with containment. The door is locked to the room with the letter and no one is allowed in.

   4. The letter is isolated (placed in a plastic bag). Anyone who has handled the item should keep their hands away from their face, so as not to touch their eyes, nose or mouth and should wash thoroughly.

   5. The person receiving the letter should not call in or send anyone to get another staff member to help. The person must telephone the Principal/Building Incident Commander and report that there is Suspicious Mail or an Anthrax Emergency. The Building Incident Commander will call 911. The Head Custodian/Building Maintenance Mechanic will shut down ventilation systems in the affected area. When emergency responders arrive, their directions must be followed exactly.

   6. If appropriate, the police will call the FBI.

Medical Emergencies

Could include the following situations, accidents, injuries, illnesses and other events:

- Allergic Reaction
- Animal Bite
- Attempted Suicide/Suicide (SUICIDE INTERVENTION)
- Bleeding
- Blow to the Head
- Broken Bones
- Burns
- Choking
- Diabetic Shock
- Electric Shock
- Epileptic Convulsions
- Food Poisoning
- Heart Attack/Sudden Cardiac Arrest
- Respiratory Arrest
- Loss of Life, Limb, or Eye Sight
- Shock
- Toxic Exposure

1. The first person on the scene identifies the stricken person, assesses the incident and remains with the injured person until relieved by the school nurse, the AED Team, or EMS. The injured person is comforted and appropriate first aid should be administered, if the responder is first aid certified. The victim is moved as little as possible. If the person is bleeding, contact with his or her blood is avoided by using a barrier (gloves, towels, clothing).
2. Another staff member, if available, calls the school nurse to inform that there is a medical emergency and assistance is needed. If no one else is available, the first person on the scene will have to make the call.
3. Instructions given by the nurse over the telephone are followed.
4. For a serious medical emergency, such as Sudden Cardiac Arrest (SCA), the staff member will call the Principal/Building Incident Commander, immediately after the nurse is called.
5. After the telephone calls are made, the staff member calms other students who are present and disperses them or moves them away from the incident scene.
6. The nurse or Principal/Building Incident Commander determines whether to activate the AED Team and/or summon and/or inform emergency services

and public health officials such as ambulance, police, fire department, Mental Health Services or the County Health Department. The nurse or Principal/Building Incident Commander notifies parents/guardians.

7. The Principal/Building Incident Commander determines whether there is a need to initiate a Functional Annex and will signal it accordingly.

Off Campus/School Bus Accident Emergency

1. On all field trips the lead responsible staff member has a participant roster with bus assignments for all students present on the trip. A copy of this roster will be given to the Principal/main office before the trip.
2. The lead responsible staff member on the trip has a list of the address, emergency contact telephone numbers and other emergency information for each of the participants.
3. Each teacher, staff member and bus driver has a list with the phone numbers of the main office, Principal/Building Incident Commander, and Transportation Department for use in emergencies. If the trip is going to be after normal school hours, home telephone numbers are also needed.
4. If appropriate, each participant going on the trip has a name tag.
5. The lead responsible person on the trip has a fully charged cellular telephone, if available.
6. All buses have operational radios and are in contact with the Forestville CSD and will notify the Transportation department immediately of any incidents including if an incident occurs on the trip to or from school.
7. If an incident occurs, teachers and staff gather students in a safe place away from danger and account for everyone.
8. Injured individuals are identified and first aid is provided as needed.
9. Emergency assistance is contacted by calling 911.
10. The Principal/Building Incident Commander must be notified as soon as possible.
11. Close contact is maintained with the Principal.
12. The Principal in coordination with the Transportation Department arranges for transportation, etc., if needed.

Each Forestville School Building-Level Emergency Response Plan addresses the following response actions as determined by the nature of the emergency:

School Cancellation/Delayed Opening

These options are only available when the school day has not begun and there is sufficient time for notifications.

The Forestville Incident Commander monitors any situation that may warrant a school cancellation; maintains an open line of communication with the Head Bus

Driver regarding severe weather, and road conditions and closings; Keeps Principals and Director of Facilities informed; If conditions warrant, makes the decision to cancel school.

District Offices notifies key district personnel

Messaging system is initiated to notify employees; posts notification on the school website; sends text-message notification; and contacts local media broadcasters.

Early Dismissal

Could be the response to the following situations and other events:

- Bomb Threat
- Severe Weather
- Explosion
- Threat of Explosion
- Hazardous Material Spill On-site or
- Flood
- Utility Failure
- Gas Leak
- Building Structural Failure

Key Internal Contacts:

1. John O'Connor, Superintendent of Schools
2. Daniel Grande, MS/HS Principal
3. Shauna McMahon, Elementary Principal
4. Melody Voigt, Secretary to the Superintendent
5. Kris Richter, Head Bus Driver
6. Kyle Barthel, Director of Facilities
7. Andrea Spengler, Board of Education President

Key External Contacts:

1. Bradley Zilliox, Fredonia Superintendent
2. Katie Ralston, Silver Creek Superintendent
3. Shannon Duclon, Pine Valley Superintendent
4. David O'Rourke, Erie 2 BOCES District Superintendent

Appendices

Appendix A: Emergency Response Teams

8 NYCRR Section 155.17 (c)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team.

District Wide Emergency Response Team		
Name	**Title**	**Agency**
Dr. John O'Connor	Superintendent	Forestville Central School District
Daniel Grande	Principal	Forestville Central School District

Shauna McMahon	Principal	Forestville Central School District
Ashley Cross	School Nurse	Forestville Central School District
Jen Hodkin	School Nurse	Forestville Central School District
Sara Botticello	School Secretary	Forestville Central School District
Brenda Schneider	School Secretary	Forestville Central School District
Melody Voigt	Secretary to Superintendent	Forestville Central School District
Kris Richter	Head Bus Driver, Transportation	Forestville Central School District
Kyle Barthel	Director of Facilities	Forestville Central School District
Sharolyn Wutz	Custodian	Forestville Central School District
Rick VanCuren	Building Maintenance Mechanic	Forestville Central School District

Sarah LoManto	Cafeteria Manager	Forestville Central School District
Wesley Wright	Director of Technology & Communication	Forestville Central School District
Scott Hazelton	Athletic Director	Forestville Central School District
Greg Greenough	Teacher	Forestville Central School District
Scot Greenough	Teacher	Forestville Central School District
Jon LeBaron	Dean of Students	Forestville Central School District

Kristen Marvin	Teacher	Forestville Central School District
Scott Rutkowski	School Safety Specialist	Erie II BOCES
Deputy Brian Hanner	Local Law Enforcement	Sheriff's Department
Kyle Barthel	Fire Chief	Forestville Fire Department
Bruce Ellis	Pastor	Forestville Shepherds Society
Andrea Spengler	Board of Education Member	Forestville Central School District
Mark Woolley	Community Member	Riles and Woolley Funeral Home

Post-Incident Response Team

Health Services Emergency Personnel may be a part of the post incident response team.

Name	**Title**
Dr. John O'Connor	Superintendent
Daniel Grande	MS/HS Principal
Shauna McMahon	Elementary Principal
Sara Botticello	MS/HS Secretary
Brenda Schneider	Elementary Secretary
Ashley Cross	MS/HS Nurse
Jen Hodkin	Elementary Nurse
Brianne Hazelton	School Counselor
Melissa Press	Technology Integration Specialist

Shannon Soffel	Social Worker
Christina Bauer	School Counselor
Kyle Barthel	Director of Buildings and Grounds
Kris Richter	Head Bus Driver

Appendix B: Incident Command System (ICS)

COMMAND STAFF

Incident Commander		
	Name	**Title**
Primary	Dr. John O'Connor	Superintendent
Alternate	Daniel Grande	MS/HS Principal
Alternate	Shauna McMahon	Elementary Principal

Liaison Officer		
	Name	**Title**
Primary	Dr. John O'Connor	Superintendent

Alternate	Daniel Grande	MS/HS Principal
Alternate	Shauna McMahon	Elementary Principal

Public Information Officer		
	Name	**Title**
Primary	Dr. John O'Connor	Superintendent
Alternate	Daniel Grande	MS/HS Principal
Alternate	Shauna McMahon	Elementary Principal

Appendix C: Emergency Remote Instruction Plan

Topic	Sub-topic	Page
Promulgation		
Definitions		
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	Scope	
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Reducing Risk Through Remote Work and Staggered Shifts		
	Remote Work Protocols	
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Personal Protective Equipment		
Staff Exposures, Cleaning, and Disinfection		
	Staff Exposures	
	Cleaning and Disinfecting	
Employee and Contractor Leave		
Documentation of Work Hours and Locations		
Housing for Essential Employees		

Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. Governor Cuomo signed into law Chapter 168 of the Laws of 2020 that requires public employers, including public school districts, to adopt a continuation of operations plan in the event that the governor declares a public health emergency involving communicable disease.

The plan will be shared with the presidents of the Forestville Teachers' Association (FTA), the Local 200 United-C, Service Employees International Union, AFL-CIO (SEIU), and the Forestville Administrators Association (FAA) for input as required by the amended New York State Labor Law.

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

bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

Definitions

Communicable disease: shall mean an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host.

Contractor: shall mean an individual performing services as party to a contract awarded by the state of New York or any other public employer defined in paragraph b of this subdivision. "

Visitors: shall refer to a person who comes to spend time with or stay with others in a place temporarily.

Essential employee: shall refer to a designation made that a public employee or contractor is required to be physically present at a work site to perform his or her job.

Non-essential employee: shall refer to a designation made that a public employee or contractor is not required to be physically present at a work site to perform his or her job.

Personal protective equipment (PPE): shall mean all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons.

Public employer or employer: shall mean the state of New York, a county, city, town, village or any other political subdivision or civil division of the state, a public authority, commission or public benefit corporation, or any other public corporation, agency, instrumentality or unit of government which exercises governmental power under the laws of this state, provided, however, that this subdivision shall not include any employer as defined in section twenty-eight hundred one-a of the education law.

Retaliatory action: shall mean the discharge, suspension, demotion, penalization, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

Purpose, Scope, Situation Overview, and Assumptions

Purpose

This plan has been developed in accordance with the amended New York State Labor Law

section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The law requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease, which shall include identification of essential personnel, needed personal protective equipment, staggering work shifts and providing necessary technology for telecommuting. Provisions and protocols for supporting contact tracing and to identify sites, if necessary, for emergency housing for essential employees.

While the severity and consequences of a declared public health emergency cannot be predicted, this plan will help to minimize the impact on the District mission, personnel and facilities. This plan will be added to the District Safety Plan.

Scope

This plan is pertinent to a declared public health emergency involving communicable disease in the State of New York that may affect Forestville CSD. It is in the interest of the safety of our students, staff, visitors and contractors, and the continuity of our operations that we have promulgated this plan. This plan has taken guidance from the Forestville reopening school plan developed in response to COVID-19. That plan establishes and explains the necessary policies and practices that were put into place following federal, state and local health official's guidelines.

Situation Overview

This plan has been developed in accordance with amended laws to support continued resilience to deal with infectious diseases which may emerge and cause a declaration of a public health emergency. Infectious diseases are caused by pathogenic microorganisms, such as bacteria, viruses, parasites or fungi. The circumstances of infectious disease emergencies, including ones that rise to the level of a pandemic, vary by multiple factors, including type of biological agent, scale of exposure, mode of transmission and intentionality.

The health and safety of our students, staff, visitors and contractors is crucial to maintaining our mission essential operations. Our plan incorporates recommendations and guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH), and the New York State Education Department (NYSED). The fundamentals of reducing the spread of infection include:

- The District will emphasize washing hands with soap and water or using hand sanitizer frequently, including:

  - After using the restroom
  - After blowing your nose, coughing or sneezing
  - After touching/disposing of garbage
  - After handling your face covering
  - Before, during, and after preparing or eating food
  - Before touching your face o After using a public computer, touching tables, chairs and countertops, etc.

- Practice social distancing and wearing a face covering whenever it cannot be maintained;
- Post signage detailing symptoms at designated entry points;
- If you are sick stay home, notify your supervisor immediately;
- Isolation measures/ restriction of ill or exposed persons
- Staff, students, visitors and contractors do daily self-screening if necessary, based on guidance of symptoms from our local and state departments of health.
- Students or staff with a temperature, signs of an illness who come to school will be sent directly to a dedicated isolation area, prior to being picked up or otherwise sent home;
- Cleaning and disinfecting frequency, especially high touch areas;
- Training for staff, students, visitors and contractors on all protocols to help reduce the spread of infection;
- Any other guidance, which may be published by the Center for Disease Control and Prevention (CDC), the State Department of Health, or County health officials.

Planning Assumptions

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

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

- The health and safety of our employees, visitors and contractors, and their families, is of utmost importance.
- The circumstances of a public health emergency may directly impact our own operations and the way we teach our students in our facilities.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety.
- The public and our constituency expects us to maintain a level of mission essential operations.
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them.
- Supply chains, particularly those for personal protective equipment (PPE) and

cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement.
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services.
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public and local health officials and the Governor of New York State.
- Per S8617B/A10832, ‘essential employee’ is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, ‘non-essential employee’ is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job

Concept of Operations

The Superintendent of Schools or, his/her designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent of Schools.

Upon the determination of implementing this plan, all employees and contractors of Forestville shall be notified by identify means of notification, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Identify constituency groups will be notified of pertinent operational changes by way of identifying means of public/constituent notification. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent, his/her designee, will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent, his/her designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor’s office, directing the implementation of changes as necessary. The District will monitor the severity of the health emergency as needed to support the continued performance of essential functions.

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

Mission Essential Functions

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

Essential functions are those functions that enable an organization to:

1. Maintain the safety of staff, visitors, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Maintain essential building functions and systems
5. Uphold the core values of Forestville with a commitment to students, families and the communities that it served.

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

Essential functions are prioritized according to:

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

These following functions are deemed essential in the event of a state-ordered reduction of in person staff to monitor system management, buildings, payroll, and food services:

Position	Detail and Rationale
District Administration & Clerical Support	Day-to-day decisions dealing with educational programs, staff, spending, safety, and operations during the health emergency
Information Technology	Providing tech support to both students and staff. Maintains critical communication tools including the network, email and phone system
Food Services	If schools are directed to provide meals to students and families, personnel will be essential for this purpose. Distribute food to students who need meals while schools are

	closed.
Facilities	If schools are directed to provide meals to students and families as outlined above, custodians and laborers will be essential in the safe opening of schools. Address requirements of facilities and facility systems (e.g. gas and electricity), as well as space use and management. Daily sanitation and cleaning, snow removal when necessary, etc. if personnel are working within our schools for meals, instructional resource distribution or other functions
Business Office	Essential functions are, at minimum, accounts payable. Depending on the public health emergency, purchasing (of supplies and equipment) and accounts payable may serve essential functions. Ensuring compliance with regulation, policy, and legal requirements to ensure safety and continuation of the workforce needed to operate the District. Ensure processing of payroll.
Instructional Programs	To ensure delivery of instruction to students.
Transportation	If schools are directed by the state to provide meals to students and families, or if schools are directed to provide a continuity of instruction, transportation personnel will be essential for the distribution of meals and/or instructional resources, such as technology.

Essential Positions

Forestville has determined the following positions are deemed essential due to the nature of the duties, the equipment needed to perform their duties, and/or the highly confidential

nature of their duties that cannot be performed off-site, which are critical to the fulfillment of our mission. Note: while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Role	Title	Detail and Rationale
Food Service	Manager Food service staff/Teacher aides	Food service manager is responsible for accepting food deliveries and overseeing inventory. Food service employees and teacher aides are needed for meal preparation and distribution
Buildings & Grounds	Director of Facilities Facilities Staff	Prioritizes the duties of the department and oversees all staff. Fulfilling the essential functions in the district to maintain the safety of the staff in the facilities including general maintenance and cleaning and disinfecting.
Information Technology	Technology Staff	The IT manager establishes all priorities for IT tasks and organizes staff. IT staff members provide support in setting up hardware and software, network management, and help desk support. Maintains critical communication tools including the network, email and phone system
Business Offices	Business Executive Payroll Staff District Treasurer	Ensuring compliance with regulation, policy, and legal requirements to ensure safety and continuation of

		the workforce needed to operate the District. Ensuring processing of payroll continues.

Reducing Risk through Remote Work and Staggered Shifts

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

Remote Work Protocols

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

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

IT infrastructure to support web meetings with the staff. IT will provide instruction on using technology and support for students, families, and faculty/staff. Devices will be distributed to staff and students as needed for remote learning. Also, provide support for teachers and administration on designing effective online/remote learning experiences.

Staggered Shifts

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

- Building maintenance mechanics and cleaners (any other positions, if deemed necessary, to limit exposure).
    - Approval and assignment of any changed work hours would be managed by the Director of Facilities.
- Information Technology staff members as determined by the Director of Instructional

Services and the Associate Director of Technology.
- Other staff members as needed.

Personal Protective Equipment and Supplies

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our employees and contractors.

PPE which may be needed can include:
- Face Coverings
- Eye protection (face shields or goggles)
- Gloves
- Disposable gowns and aprons

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, disinfecting spray (or wipes), as well as hand soap and hand sanitizer. The Coronavirus pandemic (COVID-19), demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

The District will maintain an inventory of PPE as advised by the CDC. During the Coronavirus pandemic, the expectation was to have an inventory of six months' worth of PPE. Additionally, we will utilize trusted vendors (i.e. those recommended by Chautauqua County Department of Health) to ensure our ability to replenish PPE as needed.

Protocols for providing PPE include the following:

- Identification of need for PPE based upon job duties and work location
- Procurement of PPE
    - As specified in the amended law, we are be able to provide at least two pieces of each required type of PPE to each essential employee during any given work shift for at least six months
    - The supply will be based on our burn rate during the COVID-19 pandemic. We have set suppliers that are able to provide us with PPE and we also have the ability to purchase supplies using the Chautauqua County trusted vendor list in case of any disruptions.

- Storage of, access to, and monitoring of PPE stock
    - PPE is stored in a climate-controlled environment to will prevent degradation:
    - Employees have immediate access to PPE in the event of an emergency
    - The supply of PPE is monitored to ensure integrity and to track usage rates:
    - The supply level will be also based on the PPE necessary for staff in order to

continue to provide services and support to E2CCB, given the current guidance on various supplies and strategies from the CDC or state and local health departments.

The Director of Facilities will work with the BOCES locations to determine inventory needed to support the district based on the numbers of staff and students, and with considerations necessary for essential workers to remain on site. Contractors are not classified as employees of E2CCB, and as such are not provided with PPE, unless required by state or federal law.

Staff Exposures, Cleaning, and Disinfection Staff Exposures

- Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following CDC, State Department of Health, or County health officials guidance, we have established the following protocols:
    - If a student, staff, visitor or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
        - Potentially exposed students, staff, visitors or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing and any other CDC/public health guidance for the communicable disease in question.
            - If possible, these employees will be permitted to work remotely during this period of time if they are not ill, as determined by their immediate supervisor.
            - The Superintendent, or his/her designee, will be notified and Human Resources is responsible for ensuring these protocols are followed.
            - Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected.
            - See the section titled Documentation of Work Hours and Locations for additional information on contact tracing 2.

        - CDC/ public health guidance for COVID-19 provides that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
            - Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
            - In-person interactions with the subject employee or contractor will be limited as much as possible.

    - Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol. See the section on Cleaning and Disinfection for additional information on that subject.
    - If at any time they exhibit symptoms, refer to item B below.
    - The Superintendent, or his/her designee, is the decision-maker in these circumstances

- If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
    - Students, staff, visitors and contractors who exhibit symptoms in the workplace should be immediately separated from other students, staff, visitors and contractors. They should immediately be sent home with a recommendation to contact their physician, in the case of a student
    - Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
    - Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.
    - The Human Resources Department must be informed in these circumstances and are responsible for ensuring these protocols are followed

- If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
    - Apply the steps identified in item B above, as applicable.
    - Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
        - Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
        - See the section on Cleaning and Disinfection for additional information on that subject.

- Identification of potential employee and contractor exposures will be conducted
    - If an employee or contractor is confirmed to have the disease in question, the local Department of Health will be notified and will inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Health Insurance Portability and Accountability Act (HIPPA).
    - Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.

- The Human Resources Department must be notified in these circumstances and are responsible for ensuring these protocols are followed

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow the Center for Disease Control and Prevention (CDC) and the public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed. If it is determined by the New York State Department Of Health to do Rapid Testing, which was used during COVID-19 to detect that virus, we will follow this requirement.

Cleaning and Disinfecting

The Center for Disease Control and Prevention (CDC) provides specific guidance for schools to aid in determining what level of cleaning and/or disinfection is necessary. Our cleaning will include classrooms, restrooms, cafeterias, libraries, playgrounds, and other surface areas. The guidance provides a general framework for cleaning and disinfection practices. The framework is based on doing the following:

- We will identify cleaning and disinfection frequency for each facility and area type; and we will maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area.
- Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate for the task.
- Soiled surfaces will be cleaned with soap and water before being disinfected.
- Surfaces will be disinfected with products that meet both the US Environmental Protection Agency EPA and the NYS Department of Environmental Conservation (DEC) criteria for use against the virus in question and which are appropriate for that surface.
- Staff will be trained to follow instructions of cleaning products to ensure safe and effective use of these products.

The above protocols were used during the summer of 2020 in our Reopening Plan to safely reopen schools during the COVID-19 pandemic. This framework will be implemented, if appropriate, during a communicable disease public health emergency that may affect our district.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances and E2CCB is committed to reducing the burden on our staff and contractors. The Families First Coronavirus Response Act, for example, provided requirements related to the COVID-19 pandemic that extended specific paid sick leave to employees. E2CCB will comply with any and all current leave requirements and benefits for our employees and contractors in accordance with New York State and federal law.

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

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of Forestville CSD, and as such are not provided with paid leave time by Forestville, unless required by state and federal law.

Documentation of Work Hours and Locations

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

This information may be used by Forestville, along with either the Chautauqua County Department of Health to support contact tracing within the organization. Employees are required to sign-in at the main entrance to our buildings on a daily basis unless otherwise directed by their supervisor. The Facilities Department is responsible for managing maintenance, cleaning staff, and any outside contractors/visitors present inside the facilities. Any office and support staff will document their hours, areas of work and visits, along with using the wall mounted card swipes to enter the buildings.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures. Wherever possible, staff will be cross-trained in our facilities to step in to support some essential operations when needed in the event of the spread of the subject communicable disease within our staff or our community. If such a need arises where we might need to isolate essential staff to maintain operations in our buildings, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available in the area, Forestville will coordinate with the supervisors of the municipality of our educational centers to arrange for these housing needs. The District Superintendent or his/her designee will be responsible for coordinating any housing for essential employees.

Emergency Remote Instruction Plan (beginning 2026-2027)
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 Forestville 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 2026-2027 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in Board of Education policies such as, Emergency Regulation Regarding Comprehensive Student Attendance; Staff Acceptable Use Policy and Student Acceptable Use Policy; Code of Conduct; Student Dress Code.

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 2026-2027 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 2026-2027 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 2026-2027 school year and subsequent school years on days they would otherwise close due to an emergency and to count such instructional days towards 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 Forestville School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2026 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 2026, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the Google Classroom. 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 also works with families to provide community locations where the internet can be accessed. If the accommodations listed above are not feasible, the District will work with families and/or staff on an individual basis.

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.
Policies and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

FORESTVILLE CENTRAL SCHOOL DISTRICT EMERGENCY REMOTE INSTRUCTION LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: 3120,3320, 3410, 5674,6410,7315,7316, and 8271
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device, a chromebook (1:1). 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 Cellular Hotspots or mifi's to families that indicate a need for reliable internet to facilitate access to learning at home (based on available devices). 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 the Google Classroom as their primary instructional platform on district provided devices (i.e. Chromebook and/or Laptop). 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: **<u>Synchronous "Live" Instruction -</u>** Using 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 Classroom and/or Zoom. 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.* **<u>Asynchronous "Flipped" Instruction</u> -** Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students' participation and assignment completion. These activities may include teacher/student synchronous interactions for a portion of the lesson. **<u>Authentic Independent Instruction -</u>** 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. **<u>Staff Training -</u>** Instructional staff have been trained through multiple mediums on our Google Classroom. The trainings highlight system usage, document management, classroom management, and communication. Available mediums include: Classroom Instruction, Virtual Instruction, Peer to peer, one on one training with our tech integration team.

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 instruction periods.
	  ● Mute yourself on meets as directed by your teacher
	  ● Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise.
	● 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 as outlined by NYSED. 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. Please see this document for specific guidelines.
NONINSTRUCTIONAL SERVICES ● TRANSPORTATION ● FOOD SERVICE ● MAINTENANCE ● CUSTODIAL ● CLERICAL/ ADMINISTRATIVE SUPPORT	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

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.
7.

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:

- 900 instructional hours for pupils in full-day pre-k, 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.

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-5: 6 hours, 15 minutes X 3 days = 18 hours, 45 minutes
2. Grades 6-8: 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

TRANSPORTATION

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged to work together to ensure continuity

of education while ensuring that transportation can be provided in a safe and efficient manner.

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 2026-2027, 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 2026- 2027 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.