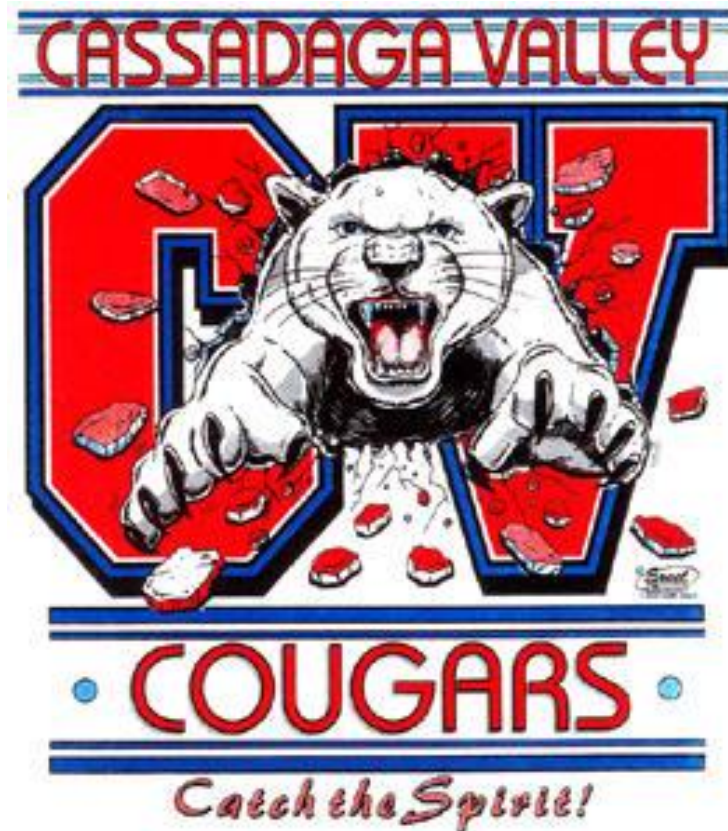

DISTRICT-WIDE SAFETY PLAN



12/14/2020 – PLAN REVISED
3/12/2021 – CONTINUATION OF OPERATIONS PLAN ADDED

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Comprehensive District-Wide Safety Plan

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. As required, the Cassadaga Valley Central School District 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 the Cassadaga Valley Central School District and is consistent with the more detailed Emergency Response Plans required at each 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.

The Cassadaga Valley Central School District supports the SAVE Legislation, and has engaged in a planning process that involved and continues to involve the collaboration of all segments of the district's communities, as is demonstrated by the make-up of the District-Wide Safety Team. The Superintendent of Schools 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, to 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.

SECTION I: GENERAL CONSIDERATIONS

A. PURPOSE

The Cassadaga Valley Central School District 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.

The District 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.

B. IDENTIFICATION OF SAFETY TEAMS

District-Wide Safety Team (DWST) (Planning Team)

The Cassadaga Valley Central School Board of Education appointed a District-Wide Safety Team at a regular meeting of the Board on November 9, 2020. The team was charged with the development and maintenance of the District's Comprehensive District-Wide Safety Plan. The District-Wide Safety Team consists of representatives of teachers, administrators, parents, school safety personnel, and other school personnel. The individuals may change on an annual basis due to changes in staff, students and parents at E2CC BOCES. Program Directors are encouraged to attend DWST meetings. The current members of the team and their affiliations are as follows:

District-Wide Safety Team	Name
Superintendent	Charles Leichner
Business Administrator	Joelle Woodward
Middle/High School Principal	Christopher Rusco
Elementary Principal	Josh Gilevski
Director of Special Education	Rebecca Donnelly
Director of Curriculum/Instruction	Marcy Sweetman
Dir. of Facilities/Transportation	Thomas Zanghi
Health Services	Jenna Walker
Food Services	Heidi Ottaway
Tech Services	Phil Bens
Parent	Amanda Myles
CVFA Rep (Faculty)	Steve Helwig
SRP Unit Rep (Support Staff)	Deb Howard
Confidential Staff Rep	Wendy Heslink

Responsibilities of the District-Wide Safety Team

The District-Wide Safety Team recommends actions that they feel are necessary to prevent school violence in Cassadaga Valley Central Schools 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 (OSHA Logs – SH900; 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.

District-Wide Emergency Response Team (Response Team)

The District-Wide Emergency 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 Team is generally comprised of:

- Superintendent of Schools
- Director of Facilities
- Principals
- Directors of Departments
- School Nurses
- Transportation Manager
- Food Service Manager
- Others as deemed necessary

Building-Level Emergency Response Teams

In addition to the District-Wide Safety Teams, each of the two buildings within the District has developed two emergency teams:

Building-Level Emergency Response Team – responsible for planning, and has responsibilities during an emergency. Includes the Building Incident Commander chain of command; Area Leaders and Alternates; First Aid & AED Teams; Scribes; and Custodial Services. In a bomb threat, it additionally includes the Volunteer Search Team, which assists emergency service responders in the bomb search.

Building-Level Post-Incident Response Team – responsible in the aftermath of an emergency to get a program back into operation. In addition to those staff members listed as part of the Emergency Response Team, includes the Building Crisis Counseling Team.

C. Concept of Operations

The Comprehensive District-Wide Safety Plan is directly linked to and incorporates all Building-Level Emergency Response Plans that have been developed by the Building-Level Emergency Response Team appointed by the Building Principals. Protocols reflected in the Comprehensive District-Wide Safety Plan have guided the development and implementation of individual Building-Level Emergency Response Plans.

The Cassadaga Valley Central School District recognizes that it may be subject to a number of potentially disruptive events and this was a driving force in developing the Comprehensive District-Wide Safety Plan. The key to being prepared for emergencies is effective emergency management through a rapid, well-planned response and this is the goal of both of the district's District-Wide and Building-Level Emergency Response Plans. The Plans were designed with the philosophy that every district employee is a vital resource and has an important role in accomplishing our goals in an emergency. The Plans contain specific instructions for faculty and staff to follow in the event of emergencies and follow the National Incident Management System (NIMS) chain of command Incident Command structure.

In the event of an emergency or violent incident, the initial response at an individual school building will be the responsibility of the Building Incident Commander and the Building-Level Emergency Response Team.

Upon activation of the Building-Level Emergency Response Team, the Building Incident Commander will ensure that the appropriate local emergency response officials and Program Director are notified by whatever means necessary and available (p.12). The Program Director will notify the Office of the Superintendent of Schools and other key personnel, as appropriate (Emergency Response Flowchart, Appendix A, p.31).

The nature of any given emergency dictates the degree of interaction with both State and Local Emergency Response Agencies. If necessary, the Superintendent of Schools, or his/her designee, will call upon local, county and state resources listed on the Emergency Service Agencies list in Appendix B to supplement efforts. The Erie 2 Chautauqua-Cattaraugus BOCES Health, Safety & Energy Office has assisted in development of protocols for accessing these services.

D. 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. The Plan was formally adopted by the Board on July 5, 2001.

Full copies of the District-Wide Safety Plan, Building-Level Emergency Response Plans and any amendments were submitted to the New York State Education Department on July 8, 2001, within 30 days of adoption, as per the original cover letter.

This Plan is reviewed periodically during the year and is be maintained by the District-Wide Safety Team. The required reviews are completed annually on or before July 1 of each year. A

copy of the District-Wide Plan is available upon request and is available at District Administration Office and the District Web Page.

Although the Building-Level Emergency Response Plans are linked to the Comprehensive District-Wide 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.

E. ELEMENTS OF THE COMPREHENSIVE DISTRICT-WIDE SAFETY PLAN

As per New York State Education Law Chapter 181 § 2801-a (2), the Cassadaga Valley Central School District's 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.
- Plans for identification of District resources and coordination of such resources and workforce available during an emergency.
- Designation of the chain-of-command (Incident 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.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

A. PREVENTION/INTERVENTION STRATEGIES

Program Initiatives

These are the programs, strategies and activities that the Cassadaga Valley Central School District 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. Due to the variety and nature of district programs, not all programs, strategies and activities are used in every program. Different ones are used in different programs as appropriate. The training programs for staff listed below are detailed in the district's Professional Development Plan.

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 the district 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.

Anger Management, Violence Prevention and Social Skills Programs

Many Administrators, teachers and support staff have had formal training in programs such as Second Step. School psychologists train individual students in anger management techniques.

Peer Mediation Programs

Peer mediators are trained and supervised in many programs. Training includes conflict resolution strategies, dealing with anger, taking responsibility for actions, and health and social issues.

Creating a forum or designating a mentor for students concerned with bullying/violence

Some programs have faculty mentoring of students. Bullying is addressed in counseling sessions and through classroom intervention.

Diversity Awareness

Where appropriate for the population, this is an integral part of programs.

Confidential Reporting

All programs work towards creating a culture of trust for anonymous/confidential reporting of school violence or the potential for violence to program staff. This is linked to staff development. Students are encouraged to confidentially report concerns about others, as well as make self-referrals for help during counseling sessions with psychologists and social workers and at other times to any staff member such as the school nurse.

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; Counseling; Intensive Support Program (ISP) for psychiatric care; Building Crisis Teams; Crisis/Support rooms; 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 pro-social 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 and students are also provided with training on substance abuse prevention and conflict resolution. Staff development is provided on behavioral management practices in the classroom. Programs are developed to individualize transition plans for each student exiting BOCES' alternative schools.

Cassadaga Valley Central School Programs for "at risk" students

These are all small, structured programs with individualized attention paid to students by empathetic teachers. School psychologists and other support professionals provide individual counseling, crisis management and anger management.

Parent Support groups, programs, resource networks, and training in some buildings

Others as deemed useful and effective based on the school population needs

SafeSchools Annual Training

- Bloodborne Pathogen Exposure Prevention
- Hazard Communication: Right to Understand
- Sexual Harassment
- Bullying

Data Privacy from Erie 1 BOCES Annual Training

- Red Module- Understanding Laws, Regulations, Policies and Procedures
- Orange Module- Understanding, Recognizing, and Avoiding Threats
- Yellow Module- Developing Good Habits and Best Practices

Training, Drills and Exercises

It is the district'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 (the district will not conduct go-home drills before the end of the school day due to transportation issues and concern for Special Education students)
- 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.

Cassadaga Valley Central School recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district 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 Erie 2 Chautauqua Cattaraugus BOCES Health & Safety Office. The Cassadaga Valley Central School District also has staff members involved in incidents and drills 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. Trainers are knowledgeable and familiar with the district's 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 district employees undergo a rigorous screening and hiring process (Board Policy 6170 – Safety of Students (Fingerprinting Clearance of New Hires), including required fingerprinting. Special Education employees whose duties include entrance and/or hall monitor duties, as well as all teacher aides, 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 Building Incident Commander. They receive annual training in the Emergency Response Plan.

Implementation of School Security

- A Security Committee led by the Chief Emergency Officer, and includes a representative of every bargaining unit, meets to make recommendations on school security issues.
- Appropriate school building security measures and procedures are determined on an ongoing basis by the District Administrators in conjunction with the Safety Committee and local law enforcement agencies.
- The Building-Level Emergency Response Teams also help carry out the District-Wide Comprehensive Safety Plan with regards to school security. The team members are appointed by the Principals, but may include anyone in the school community. The Building-Level Emergency Response Teams may conduct and review security surveys of their buildings and then detail security needs for their programs to the District-Wide Safety Team for the team to address.

Security measures currently may include:

- Employees are required to wear picture IDs.
- 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 (staffed by entrance monitors and/or security guards/aides) or main office (office staff) in all buildings and programs.
- Video surveillance and intercoms at entrances with locked doors and buzz-in system.
- Perimeter doors other than main entrances at all buildings kept locked.
- Indoor and outdoor video surveillance cameras in key locations at all buildings.
- Hall monitors in some areas.
- All employees, including entrance and hall monitors, 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 photo IDs.
- Periodic security audits.
- Security Tips sheet provided to staff.
- Random searches, as deemed necessary.
- 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.

Vital Educational District Information

Each Building 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. Cassadaga Valley Central School District Administration Office maintains copies of this information.

B. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIOR

- The district's programs are designed to identify potentially violent behaviors and work directly with students and families.
- The district 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. However, many Special Education, Alternative Schools, and Career Education students are placed in special programs due to behavior that could be characterized as potentially violent. Therefore, it has been determined, after extensive discussion, by the District-Wide Safety Team that mailing parents and other persons in parental relation standard brochures on warning signs of potentially violent behavior is inappropriate for the population served by many programs.
- 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.
- Employees will receive written information from training programs.

C. 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.

SECTION III: RESPONSE

The Cassadaga Valley Central School District requires all incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), to be reported immediately by employees and students and documented by an administrator. With the realization that employees and students may otherwise be reluctant to come forward, all district programs maintain confidentiality. Individuals are assured that there will be no reprisal for reporting their concerns.

The School Building Administrator or Designee is responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff is provided as part of the violence prevention training program. The goal is that each incident will be reported to and evaluated by the Building-Level School Emergency Response Team and will be compiled and reported to the District-Wide Safety Team for evaluation of the Violence Prevention Program.

Relationships will be established with local law enforcement officials and emergency response agencies at each building level. Representatives from these agencies (SRO – School Resource Officers, Fire and Emergency Medical Responders) will be asked to participate on Building-Level Emergency Response Teams.

A. REPORTING

Once an incident has been reported, and depending on its severity, the School Building Administrator or Designee will:

- Report it to the local Police Department (see Notification and Activation below).
- Secure the area where the disturbance has occurred. (Crime Scene Management)
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised.(Activate Hold-in-Place)
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per Building-Level Emergency Response Plans.
- Provide notification to District Administration.
- Provide incident debriefing to students/staff as needed. Notify parents, as appropriate.

B. NOTIFICATION AND ACTIVATION (INTERNAL AND EXTERNAL COMMUNICATION)

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships are established by participation of local emergency response officials on Building-Level Safety Teams. The Emergency Response Services and individuals, and appropriate means of contact are documented in the Building-Level Response Plans. Additionally, the local agencies are identified with the telephone number in the Emergency Telephone Numbers section of Building Plans. A compilation of those numbers is included here in Appendix B, p. 36.

To ensure the fastest response, individual employees are instructed that they may dial 911 to contact emergency service agencies in an emergency, but must inform their Principal, Administrator/Building Incident Commander immediately afterwards.

Internal communication is of prime importance and is detailed in the Building-Level Emergency Response Plans based on the equipment available, building layout, staffing, etc. in each building. The specific method of notification to be used will be determined on an incident by incident basis by the Building Incident Commander based on the most effective and appropriate communication methods available during the incident. Below is a list of possible communication methods within the District.

The Building Incident Commander is responsible for notifying Emergency Response agencies and the District Office, which is then responsible for ensuring that all other necessary notifications are made. This enables the Building Incident Commander to direct all of his/her attention the emergency (Appendix A, Emergency Response Flowchart, p.35).

The District-Wide Incident Commander and the District-Wide Emergency Response Team will determine what notification is appropriate and necessary for all other District programs concerning a specific disaster or act of violence and will instruct all Building Principals/Program Administrators to take appropriate action.

The Superintendent will be notified and is responsible for notifying all Component Districts of county-wide emergencies and acts as the chief communication liaison for all CVCS educational locations. The same methods of communication listed below will be used to inform District programs and educational locations based on the most effective and appropriate communication methods available during the incident.

Depending on the nature of the emergency, some of the communication methods that will be used within the District for internal communication, as well as for external communication will include:

- Telephone (hard-wired)
- Cellular telephone (with texting capability for times when networks are saturated)
- Fax
- E-mail
- Website
- Maintenance department radio system
- Building Level Emergency Response Team Radios
- NOAA weather radio (located in the main office of each program)
- Intercom
- Public address system
- Alarm systems
- Runner (within a building or campus)
- Mobile message transport by vehicle or foot (between buildings)
- All-call system (for staff & student notification)
- Local media and Emergency Alert
- Others as deemed necessary

Plans to Contact Parents and Guardians

Every effort will be made to directly contact parent/guardians or designated emergency contacts by telephone in the event of a violent or other emergency incident or an early dismissal. The District does use a rapid calling system, which will be used to send voice calls and text alerts to all parents and staff. Information will simultaneously be posted on the District's website and social media. In some cases, individual telephone calls will be made to the parents/guardians or emergency contacts of students by the staff of the individual programs under the direction of the Principal/Administrator or designee. District Office may take over this task in an evacuation. In some cases, it may additionally be necessary to use other means such as local media. At no time will special education students be returned to unoccupied, unsupervised homes. The district is prepared to shelter any student who does not have a parent or guardian at home at the time of the incident.

C. SITUATIONAL RESPONSES

RESPONSES TO THREATS OF VIOLENCE (IMPLIED OR DIRECT THREATS)

Response actions in individual buildings will include:

- Inform building Principal and Superintendent of implied or direct threat
- Level of threat determined by the Superintendent and Building Principal in consultation with Program Director
- Use of staff trained in de-escalation techniques (CPI and Second Step) such as Crisis Response Team
- Contact law enforcement, if necessary
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team, if necessary

RESPONSES TO ACTS OF VIOLENCE (ACTUAL)

The following procedures will be followed when responding to actual acts of violence:

- Determine the level of threat
- Student's Behavior Intervention Plan followed, if appropriate, including temporary placement of the student in crisis/time out rooms
- Use of staff trained in de-escalation techniques (CPI and Second Step) such as Crisis Response Team
- If necessary, isolate the immediate area and evacuate if necessary
- Inform building Principal who will inform the Program Director
- If necessary, the Principal will initiate the Hold-In-Place procedure and will contact the appropriate law enforcement agency
- Monitor situation, adjust response as appropriate, if necessary, the Principal will initiate early dismissal, sheltering or evacuation procedures

Although the Cassadaga Valley Central School District refuses to tolerate violence and threats of violence on school grounds, a zero-tolerance of school violence policy has been considered by the District-Wide Safety Team and the Board and it has been deemed inappropriate for any/all school settings. Many students have been placed in an out-of-district placement at BOCES and/or other programs specifically because they exhibit violent behaviors and characteristics. Appropriate Behavioral Intervention Plans are in place for these students and these plans are implemented as necessary.

RESPONSE PROTOCOLS

Response protocols to specific emergencies vary but usually include the following:

- Identification of decision makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

Protocols for bomb threats, hostage-takings, intruders, kidnappings, lockout, hold-in-place, lockdown, shelter-in-place, duck and cover, severe weather and medical emergencies, and off campus and bus accidents, are detailed in the multi-hazard response section, as follows.

MULTI-HAZARD RESPONSE

The Cassadaga Valley Central School District recognizes that many different types of emergency situations may arise resulting in the need for emergency specific responses. However, there are a limited number of responses (See Protective Actions Options, pgs.23-27) that can be taken.

These are:

- Canceling School prior to start or Delayed Opening;
- Evacuation; Early Dismissal/Go-Home Early; and
- Sheltering. There are different types of sheltering for different situations including Lockout for general external emergencies;
- Lockdown for Intruders; and
- Sheltering for Severe Weather

These responses are to be used when addressing emergencies such as: Bomb Threats; Hostage Taking; Intruders; Kidnapping; Fire and Explosion; Medical Emergencies; Weather and other Natural Hazards; System Failure and Technological Hazards.

For a local emergency, the response will be determined by the Building Incident Commander based on the incident, the information available and, if appropriate, with input from the Program Director. Each Building-Level School Emergency Response Team will be responsible for reviewing and updating these responses and communicating them to staff and students. A response may also be recommended by appropriate authorities such as the State Education Department, the State Office of Emergency Management, or the BOCES District Superintendent under the advisories from the New York State Homeland Security System. The following are summaries of procedures for certain emergency situations. Additional information is provided in the Protective Actions Options section on pgs.27-30 (proprietary information is in the Building-Level Plans and is not included in this document):

BOMB THREATS

All bomb threats are taken seriously and are treated as real.

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 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 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

Criminal Behavior and False Reporting Prevention

The Cassadaga Valley Central School District 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

- 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.
- The Principal will authorize a 911 call, a direct call to the police precinct, or that other appropriate emergency services are notified.
- 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.
- 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.

- 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

- All district 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.
- Staff immediately reports the intruder or suspicious person to the Principal's office.
- The Principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- 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.
- 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.
- 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.
- The Superintendent of School's office will be notified so that District Administration can ensure that appropriate resources are made available to the school.
- The building Principal is prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

KIDNAPPING/STUDENT ABDUCTION

- *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 ID (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.
- Parent/guardian will be notified. If student is not found, police will be notified.
- The school Principal will turn over the investigation to the police upon arrival, will give full cooperation, and will assist as requested.
- Parents will be notified immediately if the student is located.
- *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.
- If student is not legally absent he/she could be lost, a runaway or truant (determine if any friends are also missing).

- The student's means of transportation to school should be reviewed. If student is not located, the police should be notified. Student information and photo I.D. (if available) will be obtained.
- The Program Director will be notified and will notify District Administration.
- 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.
- Parents will be notified immediately if the student is located.
- *After school hours*, when a student has not arrived at home, the school may be notified by a concerned parent/guardian.
- Gather any information available on the student and his/her departure from school.
- Advise parent/guardian to contact friends.
- Advise parent/guardian to contact police if student is not located. School Principal or designee should be available for police investigation.
- Ask parent/guardian to re-contact school if student is located.

ELOPEMENT

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 wander or bolt, a Functional Behavioral Assessment (FBA) should be conducted upon receipt 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.

School-wide Protocols and Procedures to Address, Prevent and Respond to Elopement

Schools need to ensure that there are building policies, procedures and protocols in place to prevent and address instances of wandering and elopement, particularly for students with cognitive impairments. These should include, but are not limited to:

- School administrators will provide training in the prevention and intervention of student elopement with all the staff at Monthly Faculty Meetings, team meetings, meetings with teacher aides and all support staff including security of the following outlined procedures. (At no time is the student to be left alone or unsupervised. If the student bolts or elopes, school staff must follow this student and keep him/her safe.)
- Staff must immediately inform building administrator/s when a student elopes/bolts.
- Administrative staff must call 911 once the student leaves the building, even if the student is followed by staff.

- Administrative staff must call 911 if the student's whereabouts are unknown.
- Communication protocols with local police must be kept prearranged, and lines of communication with the police must be kept open.
- Use of school-wide communication and alert systems must be utilized to inform the school community that a student has bolted/elapsed from his class, even if the student is being followed by a staff member and/or known to be in the building.
- School administrators will arrange for pre-assignment building and ground searches, so that staff can search various parts of the building and grounds quickly and systematically.
- School administrators will have available to law enforcement officials the floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area.
- Notify parent/guardian immediately, even if we know the location of the student.
- Inform the local building principals, support staff, hall monitors, and security guards of students with known elopement behaviors.
- Explore applicability of door alarms and/or other elopement warning devices.
- Ensure students with known elopement behaviors carry basic identification information at all times.

SEVERE WEATHER/EARTHQUAKE RESPONSE

Possible response to the following situations and other events:

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

- The Superintendent/Incident Commander Monitors situation
- The Superintendent/Incident Commander informs all administrators
- NOAA Weather Radio is placed in the District Office. It is always left turned on in alert mode.
- 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. The District does not wait for severe weather to begin.
- 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.
- Upon hearing the Severe Weather Sheltering signal, classes proceed to the Severe Weather Shelter areas.
- 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.
- 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 head and neck.
- 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.

- The Building Incident Commander may determine that the building is not safe to occupy and may signal an Evacuation after the event has subsided.
- Students and staff are instructed to stay clear of – and to never touch – fallen wires or anything these wires touch.

RADIOLOGICAL EMERGENCY

May include the following situations and other events:

Nuclear Accident - Nuclear Attack - Dirty Bomb

- When notified by the appropriate authority the Building Incident Commander will initiate measures to shelter students and staff in place for up to a 24 hour period.
- 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).
- A Lockout will be initiated closing all windows and doors.
- 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.
- 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.
- Protective action instructions and recommendations of federal, state and local emergency management offices will be followed.

CHEMICAL EMERGENCY AND BIOLOGICAL EMERGENCY

Could include the following situations and other events:

Chemical Spill - Terrorist Attack (also see Anthrax below)

- If an accidental chemical spill occurs in the building, evacuate the area immediately and seal the room. Notify the Building Incident Commander. Review the Material Safety Data Sheet (MSDS) and determine the urgency of the situation. The Superintendent, or his/her designee, will call 911 for Fire Department/ HAZMAT response, if appropriate. Evacuate adjacent areas and possibly entire school, if necessary. Have Head Custodian shut or increase ventilation depending on circumstances. Contact school offices and keep them informed. Conduct clean-up operations as per the MSDS and Fire Department/HAZMAT instructions.
- 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 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.

- If caught in an unprotected area, attempt to get up-wind of the contamination and seek shelter as quickly as possible.
- Agents used in chemical warfare may be in the form of poisonous vapors or gases, 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.
- 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.
- Remove and bag all clothing and other contaminated items in contact with 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.

SUSPICIOUS PARCELS AND LETTERS: INCLUDING POSSIBLE ANTHRAX EMERGENCY

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

MEDICAL EMERGENCIES

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

- | | |
|---------------------|------------------|
| ● Allergic Reaction | ● Broken Bones |
| ● Animal Bite | ● Burns |
| ● Bleeding | ● Choking |
| ● Blow to the Head | ● 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 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 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, County Health Department. The nurse or Building Incident Commander notifies parents/guardians.
 7. The 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

- 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.
- 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.
- Each teacher, staff member and bus driver has a list with the phone numbers of the main office, Building Incident Commander, Program Director and Transportation Department for use in emergencies. If the trip is going to be after normal school hours, home telephone numbers are also needed.
- If appropriate, each participant going on the trip has a nametag.
- The lead responsible person on the trip has a fully charged cellular telephone, if available.
- All buses have operational radios and are in contact with the Transportation Department and will notify the Transportation department immediately of any incidents including if an incident occurs on the trip to or from school.
- If an incident occurs, teachers and staff gather students in a safe place away from danger and account for everyone.
- Injured individuals are identified and first aid is provided as needed.
- Emergency assistance is contacted by calling 911.
- The Building Incident Commander must be notified as soon as possible.

- Close contact is maintained with the Principal.
- The Superintendent and/or Principal, in coordination with the Transportation Department, arranges for transportation, etc., if needed.

ARRANGEMENTS FOR OBTAINING EMERGENCY ASSISTANCE FROM LOCAL GOVERNMENT

Depending on the nature of the emergency, the Cassadaga Valley Central School District may need to obtain assistance from local governmental agencies. During an emergency, appropriate District personnel will contact 911 or the local fire department to obtain immediate emergency services. Depending on the emergency, this call will come from the building-level or from District Administration. The District has arranged to notify and obtain emergency assistance from the Counties' Offices of Emergency Services, if deemed appropriate. These telephone numbers are compiled for all buildings (Appendix B, p.36).

Procedures for Obtaining Advice and Assistance from Local Government Officials

The Superintendent of Schools or designee will contact the appropriate County Offices of Emergency Services, the District responsible for implementation of Article 2-B of the Executive Law, in county-wide emergencies to obtain advice and assistance from the County Offices of Emergency Services Directors. Through these County Offices of Emergency Services, the Cassadaga Valley Central School District will have access to advice and assistance from local government officials.

During an emergency, the Building Incident Commander will contact 911 to obtain emergency services. The District has identified other agencies that may be contacted as resources to obtain assistance including the Erie, Chautauqua and Cattaraugus County Offices of Emergency Services, the Red Cross, Local Fire Departments, Local Police, County Departments of Health, County Departments of Mental Health, among others. Telephone numbers for these agencies are listed in the School Building-Level Plans and in Appendix B on p.36. Additionally, the Superintendent of Schools or his/her designee may contact local businesses to make necessary purchases in an emergency.

DISTRICT RESOURCES AVAILABLE FOR USE IN AN EMERGENCY AND COORDINATION OF DISTRICT RESOURCES AND WORKFORCE

The District's greatest resource is our human resource, our employees. Human, as well as additional physical, resources available during an emergency are confidential and are identified in a separate document and in the School Building-level Emergency Response Plans.

The District-Wide Emergency Response Team is responsible for the coordination of resources including manpower, and chain-of-command (Emergency Response Flowchart, Appendix A, p.35). This Team is convened in an emergency and includes the:

- Superintendent of Schools
- Principals
- Directors of all Departments
- Superintendent of Building & Grounds

- Manager of Transportation
- School Nurses
- Others in the organization based on their expertise and the needs of the emergency. The Superintendent of Schools or designee will authorize decisions based on the deliberations and recommendations of the team. Assignments and coordination of staff at the building-level will be under the direction of the Program Directors.

PROTECTIVE ACTION OPTIONS

Each Cassadaga Valley Central 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 Incident Commander Monitors any situation that may warrant a school cancellation; maintains an open line of communication with the Superintendent of Buildings & Grounds regarding severe weather, and road conditions and closings; Keeps Program Directors informed; If conditions warrant makes decision to cancel school.
- District Office notifies key district busing supervisors and busing contractors.
- Superintendent or his/her designee initiates rapid calling to notify employees; posts notification on the district's website and social media pages and sends text-message notification; and contacts local media broadcasters.

EARLY DISMISSAL

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

- | | |
|---|--------------------------------------|
| • Bomb Threat | • Flood |
| • Severe Weather | • Utility Failure |
| • Explosion | • Gas Leak |
| • Threat of Explosion | • Building Structural Failure |
| • Hazardous Material Spill On-site or Off-site | • Red Alert Level 2 |
- The Incident Commander monitors situation (for county-wide emergencies such as severe weather the Incident Commander will initiate plan); Keeps Program Director informed.
 - If conditions warrant, the Superintendent of Schools makes decision to close school early; Transportation Managers will be contacted by District Administration to arrange for transportation; Telephone calls will be made to school districts, and parents/guardians or emergency contacts to inform of early dismissal.
 - The Superintendent of Schools or his designee will contact local media as an additional method to inform parents; Information center for parent inquiries will be set up in cooperation with Office of Information.

- At no time will special education students be returned to unoccupied, unsupervised homes. If necessary, students will be returned by Transportation to an district shelter site.
- The District will shelter students, if warranted; appropriate district personnel will be retained until all students have been returned home.

SHELTER-IN-PLACE

Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed or without windows, or to a weather shelter;

Shelter-in-Place will be announced by P.A. System:

- YOUR ATTENTION PLEASE.
- THERE IS A SITUATION REQUIRING YOU TO SHELTER-IN- PLACE.
- PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.
- *Specific incident instructions will be given.*

Severe Weather Shelter Action:

- Gather class together calmly.
- Grab class roster and “Go Bag”.
- Proceed to assigned “Duck-N-Cover” location.

Duck-N-Cover Position

Crouch low, head down, protecting the back of the head with the arms.

External Environmental Hazard Action:

- Close all open windows.
- Keep everyone in classroom.
- Quietly continue class activity.
- Listen for further announcements.

HOLD-IN-PLACE

If there is an internal incident or administrative matter, a maintenance issue or medical emergency that requires students and staff movement be limited;

Hold-in-Place will be announced by P. A. System:

- YOUR ATTENTION PLEASE.
- THERE IS A SITUATION REQUIRING YOU TO HOLD-IN- PLACE.
- PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.
- *Specific incident instructions will be given.*

Hold-in-Place Action:

- Gather students from hallways, bathrooms or common areas and return them to their classrooms.
- If route to classroom is blocked, go to nearest classroom.
- Building Attendance will be taken.
- All available staff will assist in maintaining order.

EVACUATION

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 will be announced by P. A. System:

- YOUR ATTENTION PLEASE.
- WE NEED TO EVACUATE THE BUILDING.
- TEACHERS TAKE YOUR CLASS ROSTER AND STUDENTS TO YOUR DESIGNATED ASSEMBLY AREA.
- *Specific incident instructions will be given.*

Evacuation Action:

- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you (got-a-go bags).
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area.
- Account for all students. Immediately report any missing or injured students to the School Incident Commander.
- All available staff will assist in maintaining order.

LOCK-OUT

LOCKOUT 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;

Lockout will be announced by P. A. System:

- YOUR ATTENTION PLEASE.
- THERE IS A SITUATION REQUIRING THE SCHOOL TO LOCKOUT.
- ALL OUTDOOR ACTIVITIES ARE CANCELLED.
- *PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES.*

Lockout Action:

- All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.).
- As soon as all students and staff are in the building all exterior doors shall be locked.
- Normal activity will continue within the building (unless directed otherwise).
- It is not necessary to turn lights off or to close blinds (unless directed).
- Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is made.

- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by administration.

LOCK-DOWN

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.

Lockdown will be announced by any means available:

Lockout Action:

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

- Student Disturbance
- Civil Disturbance
- Intruder With or Without a Weapon
- Weapons on Campus

The Incident Commander determines the level of threat and authorizes the use of the Lockdown.

When the Lockdown Annex is the procedure in the Building Emergency Response Plan is followed.

NATIONAL TERRORISM ADVISORY SYSTEM (NTAS)

On May 2, 2011, The Department of Homeland Security (DHS) instituted the National Terrorism Advisory System (NTAS) to more effectively communicate information about terrorist threats by providing timely, detailed information to the public, government agencies, first responders, airport and transportation hubs, and the private sector. The NTAS Alerts will be as follows:

Imminent Threat Alert:

Warns of a credible, specific, and impending terrorist threat against the United States.

Elevated Threat Alert:

Warns of a credible terrorist threat against the United States.

After reviewing the available information, the Secretary of Homeland Security will decide, in coordination with other Federal entities, whether an NTAS Alert should be issued. NTAS Alerts will only be issued when credible information is available. Depending on the nature of the threat, NTAS Alerts may be sent directly to law enforcement or affected areas of the private sector, while other alerts will be issued more broadly to the public through both official and media channels.

Q – How does NTAS work?

A – NTAS will now consist of two types of advisories: Bulletins and Alerts. DHS has added Bulletins to the advisory system to be able to communicate current developments or general trends regarding threats of terrorism. NTAS Bulletins permit the Secretary to communicate critical terrorism information that, while not necessarily indicative of a specific threat against the United States, can reach homeland security partners or the public quickly, thereby allowing recipients to implement necessary protective measures. Because DHS may issue NTAS Bulletins in circumstances not warranting a more specific warning, NTAS Bulletins provide the Secretary with greater flexibility to provide timely information to stakeholders and members of the public.

As before, when there is specific, credible information about a terrorist threat against the United States, DHS will share an NTAS Alert with the American public when circumstances warrant doing so. The Alert may include specific information, if available, about the nature of the threat, including the geographic region, mode of transportation, or critical infrastructure potentially affected by the threat, as well as steps that individuals and communities can take to protect themselves and help prevent, mitigate or respond to the threat. The Alert may take one of two forms: Elevated, if we have credible threat information, but only general information about timing and target such that it is reasonable to recommend implementation of protective measures to thwart or mitigate against an attack, or Imminent, if we believe the threat is credible, specific, and impending in the very near term.

Q - What should Americans do when an NTAS Alert or Bulletin is announced?

A – NTAS advisories – whether they be Alerts or Bulletins – encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

SECTION IV: RECOVERY

A. SUPPORT FOR BUILDINGS

The School Building Emergency Response Teams and the Post-Incident Response Teams are supported in their efforts by all available resources and personnel as required by the nature of the emergency, and after threats of violent incidents have occurred (Emergency Response Flowchart, Appendix A, p.35). County and State resources and personnel will be obtained as dictated by the nature of the emergency (Appendix B, p.36).

The District-Wide Emergency Response Team is available when necessary to assist all school buildings in their response and recovery efforts.

B. DISASTER MENTAL HEALTH SERVICES

The Cassadaga Valley Central School District recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act in the District are provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination are included to prevent the victims of violent incidents from suffering further loss.

An District-Wide Post-Incident Response Team responds in crisis situations to help provide disaster mental health services. This Post-Incident Response Team is determined as needed by the District's Chief Emergency Officer and is drawn from existing pupil personnel staff. Employees are encouraged to seek assistance from the Employee Assistance Program (EAP). Depending on the nature of an incident, if a Department does not have the needed resources, the Deputy Superintendent arranges for pupil personnel staff from other Departments to assist on the Post-Incident Response Team. Depending on the scope of the situation, the Counties' Departments of Mental Health are contacted for assistance, as well as the Counties' Offices of Emergency Services, which may be contacted to help coordinate a County or Statewide effort (Appendix B, p.34).

SECTION V. POST-INCIDENT ACTIONS

A. INVESTIGATION

After an incident has occurred, the Building-Level School Emergency Response Team holds a Post-Incident Review Meeting to conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation:

- Collects facts on how the incident occurred.
- Records information.
- Identifies contributing causes.
- Recommends corrective action.
- Encourages appropriate follow-up.
- Considers changes in controls, policy and procedures.

B. DISCIPLINARY CONSEQUENCES

The Cassadaga Valley Central School District has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary consequences resulting for violations of the Code. It is the basis for determining the appropriate disciplinary consequences that may be necessary. The Code is communicated to all students/staff and parents and serves as a major component of our violence prevention program. The Code is evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct is available to students, parents, staff and community members.

C. EVALUATION

Building-Level Emergency Response Teams are responsible to conduct an initial school building security analysis regarding the potential for a violent incident to occur and periodically re-evaluate it. These evaluations focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals may be utilized from local law enforcement and private consultants, as necessary. The results of these analyses are to be forwarded to the District-Wide Safety Team for further evaluation and recommendations.

The success of the District-Wide Emergency Response and Building Emergency Response is be greatly enhanced by the ability to document and accurately report on various elements of the program along with training staff on the plan. This allows us to monitor its effectiveness and update the program as necessary. The following forms have been developed for this purpose of evaluation and training and are located in the Notifications and Forms Section of the School Building-Level Emergency Response Plan.

- Emergency Incident Report
- School Incident Report
- Emergency Response Assessment
- Report of Mandated Drills
- FBI Bomb Threat Call Checklist

- Emergency Planning Guide for Parents
- Emergency Procedures Quick Reference

APPENDICES

Appendix A – Emergency Response Chart

Appendix B – Emergency Telephone Numbers

Appendix C – District Policy #6170 – Safety of Students (Fingerprinting Clearance of New Hires)

Appendix D – Plan Review and Updates

Continuation of Operations Plan

EMERGENCY RESPONSE

Cassadaga Valley Central School District
5630 Route 60, Sinclairville NY 14782

<u>Shelter-In-Place</u>	<u>Hold-In-Place</u>	<u>Evacuate</u>	<u>Lockout</u>	
Used to shelter students and staff inside the building.	Used to limit movement of students and staff while dealing with short term emergencies.	Used to evacuate students and staff from the building.	Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.	Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.
<ul style="list-style-type: none"> • Listen for instructions about the situation and your actions. • Students in hallways should return to assigned classroom, if possible. • Classroom teachers, take attendance. • All other staff assist students, as needed. • Move away from windows, if situation warrants. • If instructed, move out of classroom to designated safe area. Stay together at all times. • Take Attendance. • Listen for updates. 	<ul style="list-style-type: none"> • Listen for instructions about the situation and your actions. • Students in hallways should return to assigned classroom, if possible. • Classroom teachers, take attendance. • All other staff assist students, as needed. • Listen for updates. 	<ul style="list-style-type: none"> • Listen for instructions about the situation and your actions. • Lead students to designated assembly or announced assembly area. Use secondary route, if necessary. • Bring attendance list and class roster. • Close the classroom door after exiting. • Take attendance when safe to do so. • If evacuating off site, take attendance before moving from and upon arrival at off site location. • Listen for Updates. 	<ul style="list-style-type: none"> • Listen for instructions regarding the situation and your actions. • Lock all exterior windows. • Leave blinds/lights as they are. • Take Attendance. • After initial instructions listen for updates. • Classroom instruction continues as normal. • All outdoor activities are terminated. • Listen for updates. 	<ul style="list-style-type: none"> • W • an • to • If • an • cl • Lo • ne • Me • cl • Le • an • Ke • ph • Ta • Do • an • Do • an • St • by



Safe Schools NY

<http://SafeSchools.NY.Gov>

Appendix B

EMERGENCY TELEPHONE NUMBERS

TO REPORT SUSPICIOUS ACTIVITY CALL:	1-866-SAFE-NYS (1-866-723-3697)
POLICE – FIRE – MEDICAL EMERGENCIES	911
Life Threatening Electrical or Gas Emergencies	911
Power Outages: <ul style="list-style-type: none"> • National Grid 	1 (800) 867-5222
Natural Gas Outages: <ul style="list-style-type: none"> • National Fuel 	1 (800) 444-3130
Poison Control Hotline	(800) 222-1222 or (516) 542-2323
County Offices of Emergency Services:	(716) 753-4341
County Offices of Mental Health Services:	(716) 753-4104
County Offices of Health Services:	(716) 753-4590
American Red Cross: <ul style="list-style-type: none"> • Western & Central New York • Chautauqua County 	(716) 886-7500 (716) 664-5115 (Jamestown)
FBI: <ul style="list-style-type: none"> • Field Office - Buffalo • Resident Agency- Jamestown 	(716) 856-7800 (716) 484-7085
New York State Police: Troop A – Batavia <ul style="list-style-type: none"> • Fredonia Station • Jamestown Station 	(585)-344-6200 (716) 326-3031 (716) 665-3113
Homeland Security and Emergency Services: <ul style="list-style-type: none"> • Region V 	(315) 331-4880

APPENDIX C
DISTRICT POLICY #6170
SAFETY OF STUDENTS
(FINGERPRINTING CLEARANCE OF NEW HIRES)

Unless otherwise authorized in accordance with law and regulation, the District shall not employ or utilize a prospective school employee, as defined below, unless such prospective school employee has been granted a "full" clearance for employment by the State Education Department (SED). The School District shall require a prospective school employee who is not in the SED criminal history file to be fingerprinted for purposes of a criminal history record check by authorized personnel of the designated fingerprinting entity. For purposes of this provision of law, the term "criminal history record" shall mean a record of all convictions of crimes and any pending criminal charges maintained on an individual by the Division of Criminal Justice Services (DCJS) and the Federal Bureau of Investigation (FBI). The District shall, however, obtain the applicant's consent to the criminal history records search.

The District shall utilize SED's Web-based application known as TEACH for instantaneous access to important information about certification and fingerprinting. Through TEACH, SED provides an individual with the ability to apply for fingerprint clearance for certification and/or employment and view the status of his/her fingerprint clearance request. Through TEACH, the School District is able, among other applications, to submit an online request for fingerprint clearance for a prospective employee, view the status of a fingerprint clearance request, and determine whether a subsequent arrest letter has been issued.

Safety of Students

The District will develop internal building and/or program procedures to help ensure the safety of students who have contact with an employee holding conditional appointment or emergency conditional appointment. Such procedures will address the safety of students in the classroom, students attending off-campus activities under the supervision of the School District, and students participating in extracurricular and/or co-curricular activities (including sports and athletic activities).

Safety procedures to be addressed include, but are not limited to, the following: supervision of the employee holding conditional appointment/emergency conditional appointment as determined appropriate by the applicable building/program administrator; and periodic visitations by the building/program administrator to the classroom, program and/or activity assigned to the employee holding conditional appointment/emergency conditional appointment.

Access to TEACH

Information regarding fingerprinting of new hires, including relevant laws and regulations, frequently asked questions (FAQs), an up-to-date chart for "Who Must be Fingerprinted", and instructions on the fingerprinting process are found on the SED website.

Correction Law Article 23-A

Education Law Sections 305(30), 305(33), 1604, 1709, 1804, 1950, 2503, 2554, 2590-h, 2854, 3004-b, 3004-c
and 3035

Executive Law Section 296(16)

Social Services Law Article 5, Title 9-B

8 NYCRR Sections 80-1.11 and Part 87

APPENDIX D

PLAN REVIEW AND UPDATES

Revision/Update/ Amendment	Name	Date
Original Adoption	District-Wide School Safety Plan	07/2001
Revised	District-Wide School Safety Plan	07/2002
Revised	District-Wide School Safety Plan	05/2003
Revised	District-Wide School Safety Plan	09/2009
Revised	District-Wide School Safety Plan	01/2011
Revised	District-Wide School Safety Plan	09/2011
Revised	District-Wide School Safety Plan	09/2016
Reviewed	District-Wide School Safety Plan	09/2017
Reviewed	District-Wide School Safety Plan	09/2018
Reviewed	District-Wide School Safety Plan	11/2019
Reviewed/Revised	District-Wide School Safety Plan	12/2020

Cassadaga Valley Central School Continuation of Operations Plan

~Amendment to the District Safety Plan~

January 2021

Background

In response to the COVID-19 pandemic, 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 legislation amends subdivision 2 of section 2801-a of New York Education Law to require that District Safety Plans include protocols for responding to a declared public health emergency involving a communicable disease that are “substantially consistent” with the provisions of section 27-c of the Labor Law.

Note: The Governor’s Approval Memo indicates there will be a technical chapter amendment to this bill, which will push out the due date the plans are due to April 1, 2021. There may be additional changes added to the language at that time.

Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. This plan has been developed with the input of the Cassadaga Valley Central School District Central Office Administrators, Principals Association, Teachers’ Association, and School Related Personnel labor unions, as required by the amended New York State Labor Law.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits, which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship. This plan has been approved in accordance with requirements applicable to the agency, jurisdiction, authority, or district, as represented by the signature of the authorized individual below.

Attestation

As the authorized official of the Cassadaga Valley Central School District, I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable, to address public health emergency planning requirements.

Signed on this day:

Date: _____

By: Charles Leichner
Superintendent of Schools

Signature: _____

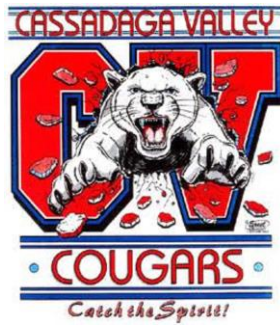


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Definitions

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. "

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

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

Scope

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

Situation Overview

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

The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to follow the [CDC Guidance for Workplace Safety](#).

The fundamentals of reducing the spread of infection include:

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

- Clean and disinfect workstations at the beginning, middle, and end of each shift;
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials

Planning Assumptions

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

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

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

Concept of Operations

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

Upon the determination of implementing this plan, all employees and contractors of Cassadaga Valley Central School District shall be notified by email, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Employees, parents, and Board trustees will be notified of pertinent operational changes by way of email notification. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The District will maintain communications with the public and constituents as needed throughout the implementation of this plan.

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

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

Mission Essential Functions

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

Essential functions are those functions that enable an organization to:

- Maintain the safety of employees, contractors, and our constituency;
- Provide vital services;
- Provide services required by law;
- Sustain quality operations;
- Uphold the core values of the Cassadaga Valley Central School District.

The Cassadaga Valley Central School District has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and

eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

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

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

Essential Functions

The Cassadaga Valley Central School District has determined the following functions are deemed essential to the fulfillment of our mission.

Role	Detail and Rationale
District Administration & Clerical Support	Required to ensure the fulfillment of our educational mission and continuity of the response efforts in the event of a public health emergency.
Building Administration & Clerical Support	Required to ensure the fulfillment of our educational mission and continuity of the response efforts in the event of a public health emergency.
Buildings & Grounds	If schools are directed to provide meals to students and families as outlined above, custodians and laborers will be essential in maintaining the safety of our schools and workplace. Snow removal, daily sanitation and cleaning, etc. will be necessary if personnel are working within our schools for meal or instructional resource distribution.
Business Office	Essential functions are, at minimum, payroll and accounts payable. Dependent on the public health emergency, purchasing (of supplies and equipment) and accounts payable may serve essential functions, reviewing employee attendance, etc.
Food Service	If schools are directed to provide meals to students and families that are eligible to receive free and/or reduced priced meals, personnel will be essential for this purpose.
Health Services	May be essential in contact tracing, testing, reporting requirements and monitoring health of individuals on campus.
Information Technology	Provides all hardware and software for the school system. Maintains critical communication tools including the network,

	email and phone system. While IT is an essential function of the organization, these positions can mainly work from a remote location and may be required to occasionally be onsite for equipment maintenance, repair and/or to exchange an inoperable device for a student, teacher or staff member.
Instruction & Student Support Services	As an educational organization, our primary mission is the education of our students. Equally important is supporting the special education and mental health needs of our students. While it is important to articulate that mission, with the evolution of our technological resources many of these functions can shift to a staggered schedule or fully remote program where teleconferencing, distance learning and other tools are utilized to fulfill our primary mission.
Administration Office	Ensuring compliance with regulation, policy, and legal requirements to ensure safety and continuation of the workforce needed to operate the District.
Safety & Security	Ensuring the safety and security of the campuses.
Transportation	If schools are directed to provide meals to students and families as outlined above, or if schools are directed to provide a continuity of instruction, transportation personnel will be essential for the distribution of meals and/or instructional resources, such as technological devices.

Essential Positions

The Cassadaga Valley Central School District 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(s)	Detail and Rationale
Food Service	<ul style="list-style-type: none"> Food Service Director Food service employees Limited number of teacher aides for food service support 	<p>Food service director is responsible for purchasing food and supplies, overseeing inventory, and supervising food service employees.</p> <p>Food service employees and teacher aides are needed for meal preparation and distribution.</p>

Transportation	<ul style="list-style-type: none"> • Transportation Supervisor • Transportation clerical • Bus drivers • Bus monitors • Mechanics 	<p>Transportation supervisor is responsible for overseeing drivers, the safety of our bus fleet, and onsite operations of the transportation department.</p> <p>Transportation clerical maintain communications with drivers, supporting the safety of drivers.</p> <p>Bus drivers and bus aides are critical in meal and instructional resource delivery.</p> <p>Mechanics are critical to the maintenance of our bus fleet.</p>
Buildings & Grounds	<ul style="list-style-type: none"> • Director of Facilities/Transportation • Working Supervisors • Cleaners • Laborers 	<p>The Superintendent of Buildings and Grounds prioritizes the duties of the department and oversees all staff.</p> <p>Custodian and cleaners are critical to the safety (sanitation, cleaning and disinfecting) of schools fulfilling the essential functions.</p> <p>Laborers are critical to the maintenance of the facilities.</p>
Business Office	<ul style="list-style-type: none"> • School Business Official • Payroll • Accounts Payable • Accounts Receivable 	<p>While payroll and other business office functions are essential to the organization, these positions can occasionally work from a remote location. There are times, due to the highly confidential nature of their work or the fiscal controls and procedural nature of a duty necessitates on-site work. During such occasions, staggered schedules will be considered to reduce density of people in the workplace.</p>
Administrative Offices	<ul style="list-style-type: none"> • Superintendent • Director of Curriculum and Instruction • Director of Special Education and Pupil Personnel • Secretary to the Superintendent/District Clerk • Assistant to the Director of 	<p>While district office functions are essential to the organization, these positions can occasionally work from a remote location. There are times, due to the highly confidential nature of their work or procedural nature of a duty necessitates on-site work. During such occasions, staggered schedules will be considered to reduce density of people in the workplace.</p>

	Curriculum and Instruction <ul style="list-style-type: none"> • Special Education Secretary • Principals • Secretaries to Principals 	
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Reducing Risk Through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at work sites and on public transportation. Administrators and supervisors will develop alternate/temporary schedules during a communicable disease public health emergency reflective of the priority to reduce density in the workplace, while maintaining the function and mission of the organization.

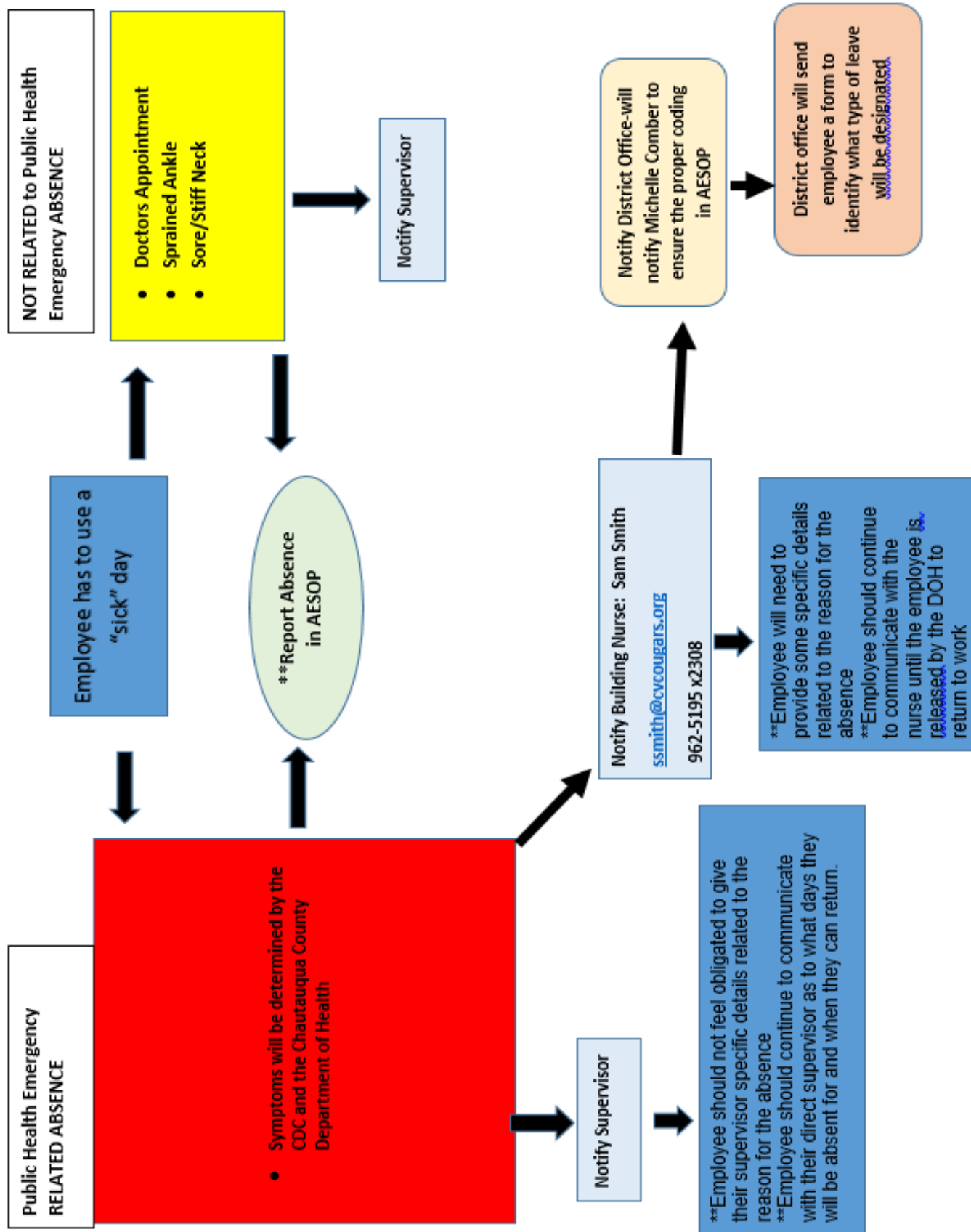
Remote Work Protocols

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

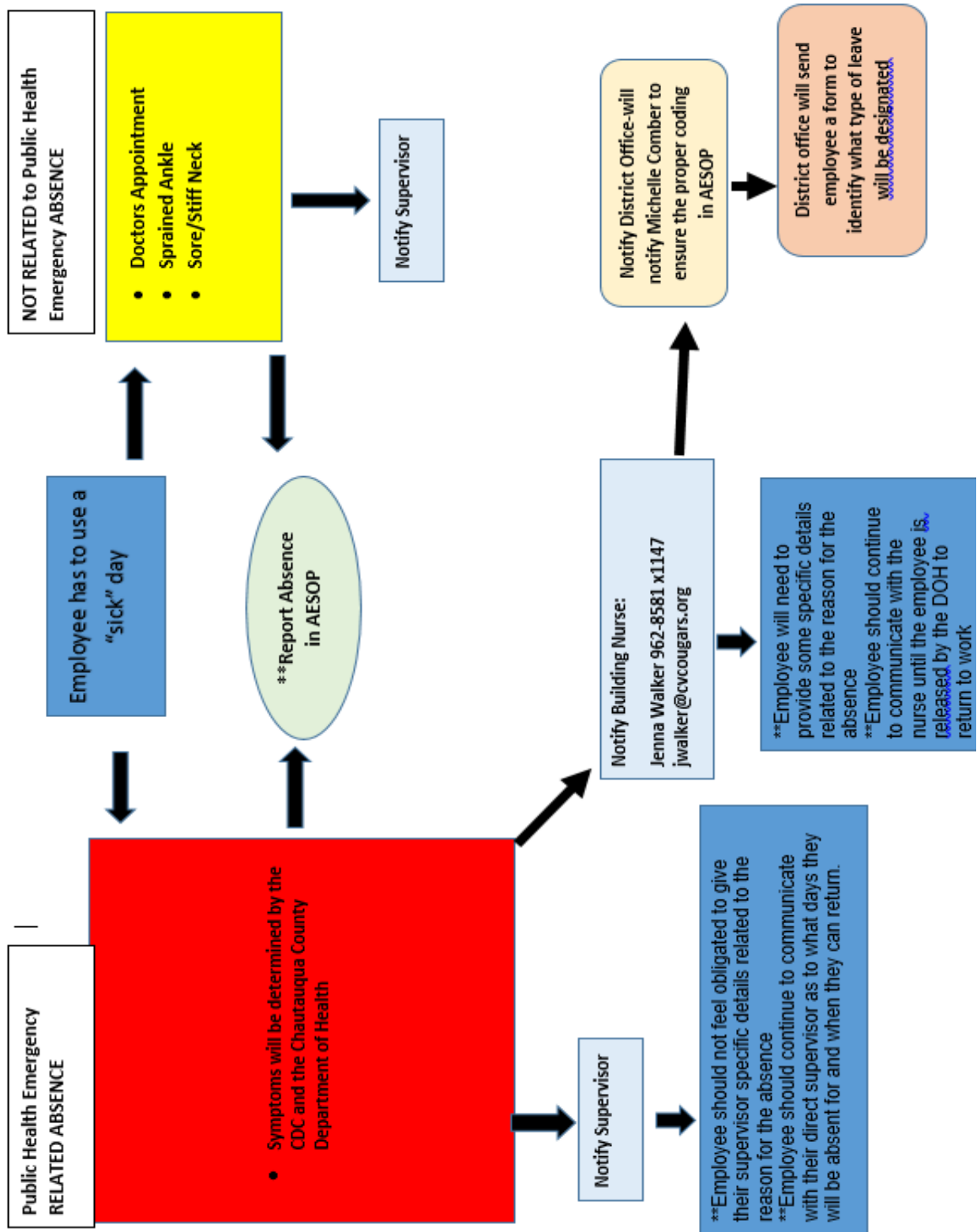
- Identification of staff who will work remotely;
- Approval by direct supervisor and assignment of remote work;
- Equipping staff for remote work, which may include:
 - Internet capable laptop
 - Necessary peripherals
 - Access to VPN and/or secure network drives
 - Access to software and databases necessary to perform their duties
 - A solution for telephone communications
 - Note that phone lines may need to be forwarded to off-site staff

Administrators and supervisors will analyze his/her department to identify staff who will work remotely and the equipment needed to successfully and efficiently work off-site.

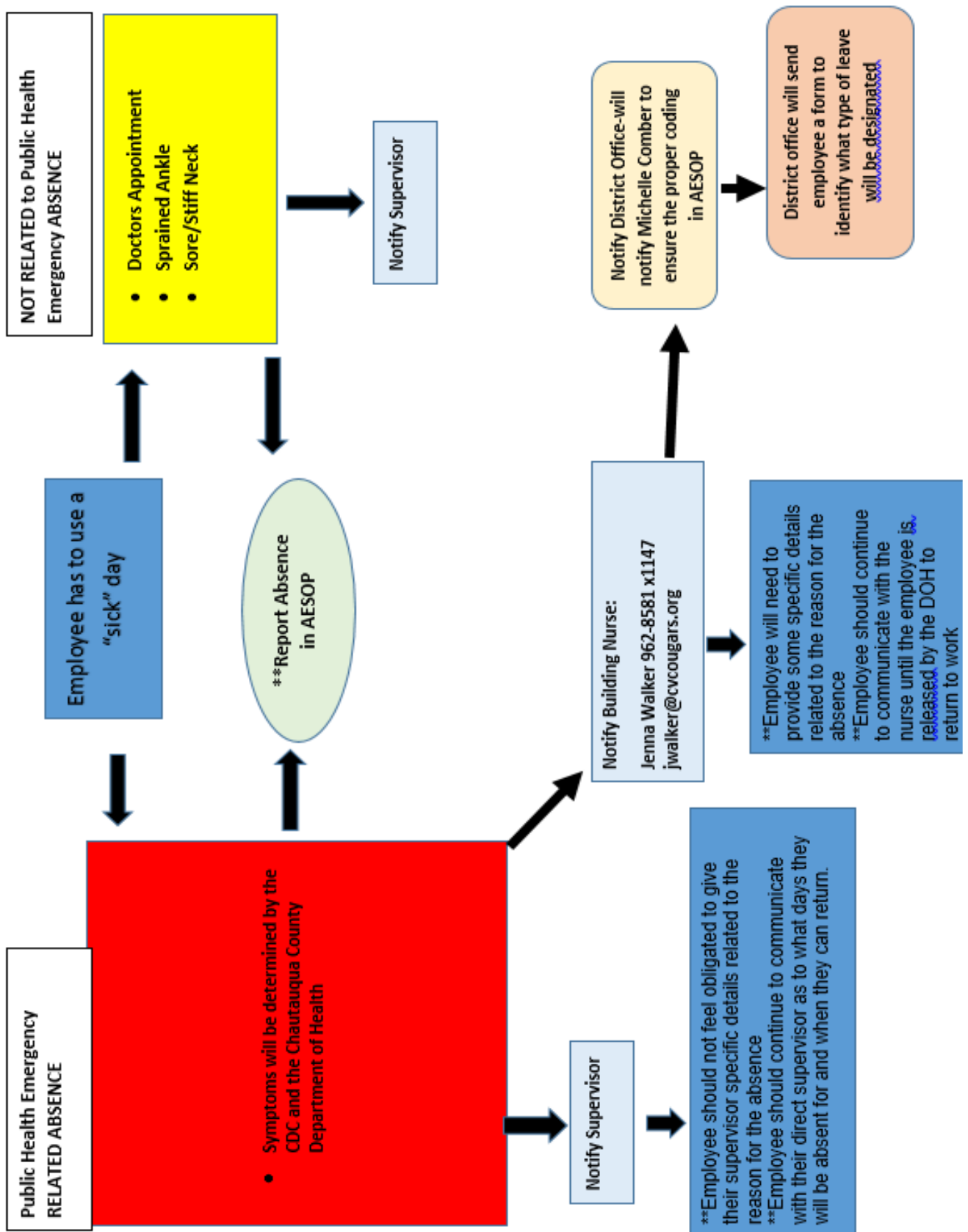
Employee at the Elementary School



Employee at the Middle/High School



Employee in the Transportation Department



Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, administrators and supervisors 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 Cassadaga Valley Central School District will ensure that employees are provided with their typical or contracted minimum work hours per week in accordance with collective bargaining agreements and/or laws and regulations.

Staggering shifts requires:

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

Administrators and supervisors of each department will alter schedules and/or create temporary schedules to provide for a reduction in workforce onsite as practicable and with consideration of chain of command and supervision of employees, building access and utilities (i.e. temperature control outside of normal business hours).

Personal Protective Equipment (PPE)

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 that may be needed can include:

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

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

The District will maintain an inventory of PPE as advised by the [CDC](https://www.cdc.gov). 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, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months;
 - Public employers must be able to mitigate supply chain disruptions to meet this requirement;
- Storage of, access to, and monitoring of PPE stock:
 - PPE must be stored in a manner which will prevent degradation;
 - Employees and contractors must have immediate access to PPE in the event of an emergency;
 - The supply of PPE must be monitored to ensure integrity and to track usage rates.

The Director of Facilities/Transportation will work with administrators and supervisors to determine the inventory needed to support the organization based on the number of employees, and with consideration of those working on-site versus those working off-site.

Cleaning & Disinfection

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas.

Present guidance for routine cleaning during a public health emergency includes:

- As possible, employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum.
 - High traffic/high touch areas and areas, which are accessible to the public/constituents, will be disinfected at least hourly.
 - Identify who, by position/title, is responsible for cleaning common areas, and the frequency of such
- Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
- Soiled surfaces will be cleaned with soap and water before being disinfected.
- Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
- Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

The Cassadaga Valley Central School District outlined the following protocols for during the summer of 2020 in our Reopening Plan to safely reopen schools during the COVID-19

pandemic. These guidelines will be considered and implemented, as appropriate, during communicable disease public health emergencies.

Cleaning/Disinfecting Procedures (as outlined in the Cassadaga Valley Central School District Reopening Plan, August 2020)

The following guidelines were established during the COVID-19 pandemic in 2020, and may serve as a framework for safe operations during a public health emergency involving a communicable disease. It is the expectation of the Cassadaga Valley Central School District that disinfecting should never be done by children (i.e. wipes, spray bottles for desks). Additionally, cleaning and disinfecting will be manually tracked and recorded through daily cleaning logs, outlining pre-arrival cleaning, cleaning done during the school day, and procedures for cleaning after the school day.

- Pre-Arrival/Arrival of Students
 - Clean and disinfect areas used by any groups before the start of the school day.
- During the School Day
 - Clean and disinfect high touch areas such as door handles, stair railings, elevator buttons, etc. after arrival and mid-day. All staff will support cleaning efforts, including classroom teachers and teacher aides to the extent practicable.
 - Bathrooms will be cleaned and disinfected frequently during the school day
- Meals
 - Cafeterias - If the cafeteria is used for meal service:
 - Tables will be wiped down and disinfected by cafeteria monitors after each meal period.
 - Garbage will be emptied after each meal period.
 - Classrooms - If meals are served in classrooms:
 - Teachers or teacher aides will wear gloves to serve food to students.
 - Shared spaces will be cleaned between usages (i.e. desks).
 - Meal planning and cleaning will be done to protect students with life threatening food allergies.
 - Teachers will tie up garbage bags and leave them in the hall after each meal where custodial staff can then pick them up.
- After the School Day
 - Daily procedures for cleaning and disinfecting will be completed in all student and staff areas to prepare for the next day
 - Routine cleaning includes:
 - ❖ Clean all high touch items such as light switches, doorknobs, handrails, desktops, counters, handles, faucets, etc.
 - ❖ Dust mop and/or wet mop floors
 - ❖ Empty trash receptacles and replace liners
 - ❖ Clean restrooms
 - ❖ Dust

- ❖ Vacuum carpeted areas
 - Disinfecting will occur after routine cleaning is completed
 - Spray disinfecting should not be done when children occupy the space. If there are adults in the room, they should be advised that disinfecting is about to occur and given the opportunity to leave.
- Playgrounds and Outdoor Areas
 - Hand sanitizing station(s) will be at playground entrance areas. Students will sanitize hands before/after use. Similarly, when accessing other outdoor learning spaces, hand-sanitizing stations will be available outdoors or as students exit the building.
 - Maintain per CDC guidelines for outdoor areas: *Outdoor areas generally require normal routine cleaning and do not require disinfection. Spraying disinfectant on sidewalks and in parks is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public. You should maintain existing cleaning and hygiene practices for outdoor areas. The targeted use of disinfectants can be done effectively, efficiently and safely on outdoor hard surfaces and objects frequently touched by multiple people.*

Staff Exposures

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

1. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
 - a. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for the duration advised by current CDC/public health guidance for the communicable disease in question.
 - b. As possible, these employees will be permitted to work remotely during this period if they are not ill.
 - c. The District Administration, in conjunction with the School Physician, is responsible for ensuring these protocols are followed.
 - d. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing.
2. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:

- a. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
 - b. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
 - c. 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.
 - d. Cassadaga Valley Central School District will not require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for sick leave, or return to work; unless there is a recommendation from the CDC/public health officials to do so.
 - e. CDC criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 24 hours have passed since the last instance of fever without the use of fever-reducing medications. If the disease in question is other than COVID-19, CDC and other public guidance shall be referenced.
 - f. The District Administration, in conjunction with the School Physician, is responsible for ensuring these protocols are followed.
3. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
- a. Apply the steps identified in number 2, above, as applicable.
 - b. Areas occupied for prolonged periods by the subject employee or contractor will be closed off.
 - i. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
 - ii. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
 - iii. See the section on Cleaning and Disinfection for additional information on that subject.
 - c. Identification of potential employee and contractor exposures will be conducted:
 - i. If an employee or contractor is confirmed to have the disease in question, appropriate position or title or their designee should inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
 - ii. Apply the steps identified above, as applicable, for all potentially exposed personnel.
 - iii. The Assistant Superintendent for Personnel, in conjunction with the School Physician, is responsible for ensuring these protocols are followed.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow CDC/public

health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

Employee and Contractor Leave

Note: In the 2020 COVID-19 pandemic, additional federal and state benefits were made available to employees to deter ill individuals from reporting to work, to provide benefits to individuals deemed close contacts and/or under Department of Health mandated quarantines. The *Families First Coronavirus Response Act of 2020*, for example, extended specific paid sick leave to employees. The Cassadaga Valley Central School District will comply with any and all current leave requirements and benefits for our employees and contractors in accordance with 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 the Cassadaga Valley Central School District, and as such are not provided with paid leave time by name of public employer, unless required by law.

Documentation of Work Hours and Locations

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

Examples of methods of tracking attendance, work hours and locations include:

- Attendance records and timesheets
- Access control records
- Teacher/aide/student daily schedules.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner, which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of the Cassadaga Valley Central School District's essential operations.