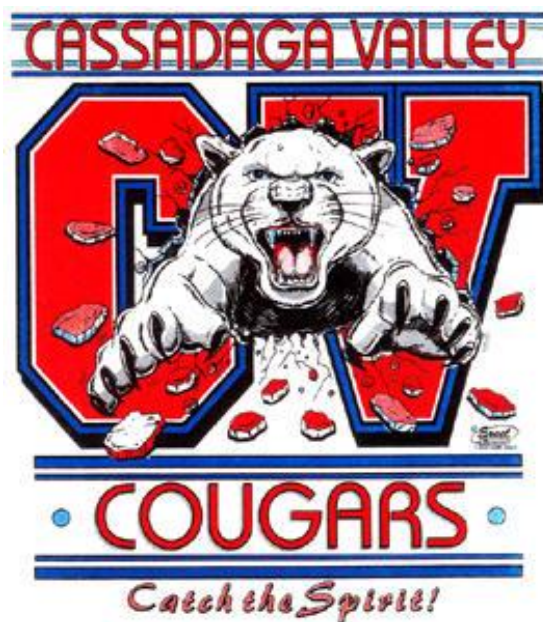


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# DISTRICT-WIDE SAFETY PLAN

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

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## Comprehensive District-Wide Safety Plan

### INTRODUCTION

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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

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### A. PURPOSE

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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

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

The Cassadaga Valley Central School Board of Education will be appointing a District-Wide Safety Team at a regular meeting of the Board on November 17, 2022. 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:

<b>District-Wide Safety Team</b>	<b>Name</b>
Superintendent	Charles Leichner
School Business Executive	Jaime Rodgers
Middle/High School Principal	Ronald Tonelli Jr.
Elementary Principal	Kelly Sedlak
Director of Special Education	Rebecca Donnelly
Director of Curriculum/Instruction	Marcy Sweetman
Facilities/Transportation	Todd Ames / Greg Peck
Health Services	Jenna Walker / Samantha Smith
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	Melissa Wilson
Interim Director of Operations	Dave Davison
Board President	Jeanne Oag

### ***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
- Buildings/Grounds Representative
- Principals
- Directors of Departments
- School Nurses
- Transportation Representative
- Food Service Manager
- Parent/Community Member
- Interim Director of Operations
- Teacher Representative
- Support Staff Representative
- District Clerk
- 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**

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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**

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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 will be formally adopted by the Board on November 17, 2022.

Full copies of the District-Wide Safety Plan, Building-Level Emergency Response Plans and any amendments will be submitted to the New York State Education Department on November 18, 2022, within 30 days of adoption, as per the original cover letter.



This Plan is reviewed periodically during the year and is maintained by the District-Wide Safety Team. The required reviews are completed annually on or before 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**

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### **A. PREVENTION/INTERVENTION STRATEGIES**

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#### ***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; Building Crisis Teams; Crisis/Support; 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.

## **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
- New York Education Law 2-d
- Bullying: Recognition and Response

## **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.)
- Tabletop exercises - During the 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**

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- 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)**

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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**

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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**

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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)**

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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**

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### ***RESPONSES TO THREATS OF VIOLENCE (IMPLIED OR DIRECT THREATS)***

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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)***

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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***

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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***

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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):

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## **BOMB THREATS**

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### **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.

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## **HOSTAGE TAKING**

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- 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.

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#### **INTRUDER/HOSTILE VISITOR**

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- 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.

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#### **KIDNAPPING/STUDENT ABDUCTION**

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- *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.

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## ELOPEMENT

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

### **Individual Student Prevention and Intervention Procedures**

- 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.
- 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.
- 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/eloped 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.

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#### **SEVERE WEATHER/EARTHQUAKE RESPONSE**

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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.

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### **RADIOLOGICAL EMERGENCY**

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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.

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### **CHEMICAL EMERGENCY AND BIOLOGICAL EMERGENCY**

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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.

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**SUSPICIOUS PARCELS AND LETTERS: INCLUDING  
POSSIBLE ANTHRAX EMERGENCY**

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- 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.

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**MEDICAL EMERGENCIES**

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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
- 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).
  - 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.
  - Instructions given by the nurse over the telephone are followed.
  - 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.
  - 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.
  - 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.
  - The Building Incident Commander determines whether there is a need to initiate a Functional Annex and will signal it accordingly.

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#### **OFF CAMPUS /SCHOOL BUS ACCIDENT EMERGENCY**

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- 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*

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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*

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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.

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*PROTECTIVE ACTION OPTIONS*

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

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**SCHOOL CANCELLATION/ DELAYED OPENING**

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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.

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**EARLY DISMISSAL**

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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <b>Bomb Threat</b></li> <li>• <b>Severe Weather</b></li> <li>• <b>Explosion</b></li> <li>• <b>Threat of Explosion</b></li> <li>• <b>Hazardous Material Spill On-site or Off-site</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Flood</b></li> <li>• <b>Utility Failure</b></li> <li>• <b>Gas Leak</b></li> <li>• <b>Building Structural Failure</b></li> <li>• <b>Red Alert Level 2</b></li> </ul> |
|--|---|
- 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.

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### SHELTER-IN-PLACE

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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.

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### HOLD-IN-PLACE

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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.

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**EVACUATION**

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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.

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**LOCK-OUT**

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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.

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**LOCK-DOWN**

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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.

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**NATIONAL TERRORISM ADVISORY SYSTEM (NTAS)**

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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**

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### **A. SUPPORT FOR BUILDINGS**

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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**

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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.

A 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

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### A. INVESTIGATION

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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

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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

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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

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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

Continuity of Learning Plan

# EMERGENCY RESPONSE

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

<p><b>Shelter-In-Place</b></p> <p>Used to shelter students and staff inside the building.</p>	<p><b>Hold-In-Place</b></p> <p>Used to limit movement of students and staff while dealing with short term emergencies.</p>	<p><b>Evacuate</b></p> <p>Used to evacuate students and staff from the building.</p>	<p><b>Lockout</b></p> <p>Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.</p>	<p><b>Lockdown</b></p> <p>Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.</p>
<ul style="list-style-type: none"> <li>• Listen for instructions about the situation and your actions.</li> <li>• Students in hallways should return to assigned classroom, if possible.</li> <li>• Classroom teachers, take attendance</li> <li>• All other staff assist students, as needed.</li> <li>• Move away from windows, if situation warrants.</li> <li>• If instructed, move out of classroom to designated safe area. Stay together at all times.</li> <li>• Take Attendance.</li> <li>• Listen for updates.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for instructions about the situation and your actions.</li> <li>• Students in hallways should return to assigned classroom, if possible.</li> <li>• Classroom teachers, take attendance</li> <li>• All other staff assist students, as needed.</li> <li>• Listen for updates.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for instructions about the situation and your actions.</li> <li>• Lead students to designated assembly or announced secondary route. Use Bring attendance list and class roster.</li> <li>• Close the classroom door after exiting.</li> <li>• Take attendance when safe to do so.</li> <li>• If evacuating off site, take attendance before moving from and upon arrival at off site location.</li> <li>• Listen for Updates.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for instructions regarding the situation and your actions.</li> <li>• Lock all exterior windows.</li> <li>• Leave blinds/curtains as they are.</li> <li>• Take Attendance.</li> <li>• After initial instructions listen for updates.</li> <li>• Classroom instruction continues as normal.</li> <li>• All outdoor activities are terminated.</li> <li>• Listen for updates.</li> </ul>	<ul style="list-style-type: none"> <li>• When you hear lockdown announced, you should move quickly to execute the following actions.</li> <li>• If safe, gather students from hallways and common areas near your classroom.</li> <li>• Lock your door. Barricade if necessary.</li> <li>• Move students to a safe area in the classroom out of sight of the door.</li> <li>• Leave windows, blinds/curtains as they are.</li> <li>• Keep everyone quiet, silence cell phones.</li> <li>• Take attendance, if possible.</li> <li>• Do not communicate through door or answer room phone.</li> <li>• Do not respond to P. A. announcements or fire alarm.</li> <li>• Stay hidden until physically released by law enforcement personnel.</li> </ul>



Safe Schools NY

<http://SafeSchools.NY.Gov>

**Appendix B**

**EMERGENCY TELEPHONE NUMBERS**

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

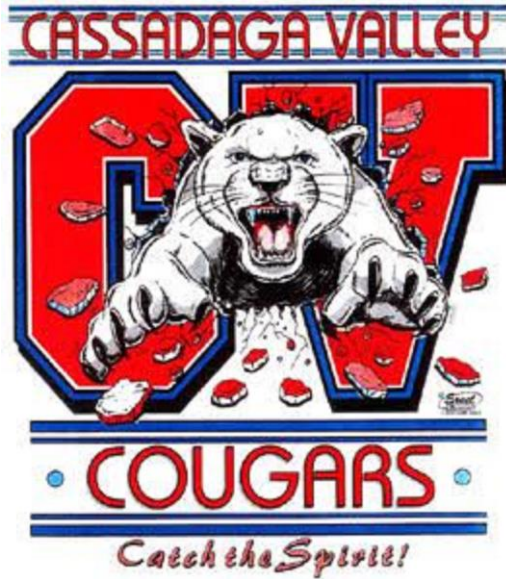
Correction Law Article 23-A  
Education Law Sections 305(30), 305(33), 1604, 1709, 1804, 1950, 2503, 2554, 2590-h, 2854, 3004-b,  
3004-c  
and 3035  
Executive Law Section 296(16)  
Social Services Law Article 5, Title 9-B  
8 NYCRR Sections 80-1.11 and Part 87

**APPENDIX D**

**PLAN REVIEW AND UPDATES**

<b>Revision/Update/ Amendment</b>	<b>Name</b>	<b>Date</b>
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
Reviewed/Revised	District-Wide School Safety Plan	11/2021
Reviewed	District-Wide School Safety Plan	10/2022





Cassadaga Valley Central School  
District  
Continuity of Learning Plan  
2021-2022

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**Assurances:**

**Teaching and Learning**

Cassadaga Valley Central School District will include a continuity of learning plan for the 2020-2021 school year. Such plan must prepare for in-person, remote, and hybrid models of instruction.

Cassadaga Valley Central School District will include an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.

Cassadaga Valley Central School District will provide for a program that includes regular substantive interaction between teachers and students whether delivered in-person, remotely or through a hybrid model of instruction.

Equity must be at the heart of all school instructional decisions. All instruction will be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear/opportunities for instruction that/are/accessible to all students./Such opportunities must be/aligned with State standards and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

Cassadaga Valley Central School District has created a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.

**Internet and Connectivity**

Cassadaga Valley Central School District will provide information on how the school/district will have knowledge of the level of access to devices and high-speed internet all students and teachers have in their places of residence.

Cassadaga Valley Central School District will provide information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.

Cassadaga Valley Central School District will provide information on how the school or district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

**Special Education**

1. Cassadaga Valley Central School District will, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

2. Cassadaga Valley Central School District will addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents.

3. Cassadaga Valley Central School District will addresses meaningful parent engagement in the parent’s preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

4. Cassadaga Valley Central School District will addresses collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

5. Cassadaga Valley Central School District ensures access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

**Social Emotional Learning**

1. Cassadaga Valley Central School District has created a comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs.

2. Cassadaga Valley Central School District has established an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, or school’s board, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan.

3. Cassadaga Valley Central School District has addressed how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

4. Cassadaga Valley Central School District has addressed professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.

### **School Schedules**

Cassadaga Valley Central School District has a school schedule planned for implementation at the beginning of the 2021-22 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

### **Attendance and Chronic Absenteeism**

Cassadaga Valley Central School District has a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule.

### **Family and Community Communication**

Cassadaga Valley Central School District has engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.

2. Cassadaga Valley Central School District has developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and consistent means to provide individuals with information. Responsible parties may consider developing web pages, text and/or social media groups or posts.

3. Cassadaga Valley Central School District has ensured all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

4. Cassadaga Valley Central School District has encouraged all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.”

5. Cassadaga Valley Central School District has provided communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.

### **Bi-Lingual Education**

Cassadaga Valley Central School District's reopening plan which reopens using in-person or hybrid instruction must complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2021 and during the first 20 school days of the 2021-22 school year. After this 20 day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

Cassadaga Valley Central School District has provided required instructional Units of Study (or, for charter schools, the applicable program outlined in the school's charter) to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

Cassadaga Valley Central School District has ensured the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

### **Teaching and Learning**

Alignment to New York State Learning Standards:

- Full Attendance: As in previous school years, our instruction will be fully aligned to the most recent New York State Standard.
- 100% Virtual: As in previous school years, our instruction will be fully aligned to the most recent New York State Standards. Should a family choose this option, instruction will be provided by Erie 2 BOCES.  
Regular substantive interaction between teachers and students
- Full Attendance: Middle/High School Students would physically attend school from approximately 7:40 am until 2:10 pm. One cohort Elementary students would physically attend from approximately 9:00 am-3:00 pm providing substantive interaction between teachers.  
Equity is at the heart of all school instructional decisions. All instruction is developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are/clear/opportunities for instruction that/are/accessible to all students. Such opportunities are aligned with State standards and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

Communication plan for parents/ guardians and teachers to communicate:

- Communication will be provided to families and caregivers in the following manner: student management system (PowerSchool), robo-call, individual phone call, video conference, video message on website and social media, email, and/or text message.

Pre-Kindergarten:

- Cassadaga Valley supports an in-house pre-k program and does not participate with a Community Based Organization (CBO) for services.

### **Internet and Connectivity**

Levels of access to devices and high-speed internet for students and teachers:

- Cassadaga has conducted a [web survey](#) utilizing the district website, social media and video announcement along with a [direct personal call survey](#) to all families to prepare to provide a device (Chromebook/tablet) and a MiFi if needed.

Providing devices and internet access:

- 100% attendance: Assign a Chromebook- move to a 1:1 district so that in event of a closure or a hybrid model, all students will have a district issued Chromebook or Tablets. Devices may be allowed to be brought home as needed based on the device needs at home.
- Hybrid/ 100% Virtual: Purchase Verizon Mifi for families in need and provide Chromebooks as we will be a 1:1 district. Additionally, students will be able to come to the district parking lot to access the internet if they live in an area that a MiFi is not an option.

Methods for students to participate in learning and demonstrate mastery of Learning Standards:

- 100% Virtual: Will be determined by Erie 2 BOCES
- Tools to be utilized:
  - Pre-Kindergarten- grade 2: Seesaw or Google Classroom
  - Grade3-12: Google Classroom

### **Special Education**

Free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services regardless if school is completely in-session, completely virtual or hybrid.

Documentation of programs and services offered and provided to students with disabilities as well as communications with parents.

Regardless if school is completely in-session, completely virtual or hybrid, students with disabilities have access to programs that are designed, based on their individual needs and abilities, to enable them to achieve learning results that are established for all children. Children have opportunities for instruction with students without disabilities to the greatest extent possible, consistent with their IEP.

Meaningful parent engagement in the parent's preferred language or mode of communication to meet the requirements of IDEA:

Regardless of if school is completely in-session, completely virtual or

Hybrid, during the CSE meeting, there is discussion regarding the continuum

of services and the opportunities for children to access instruction and socialization with non-disabled peers. A summary of the conversation is documented in the Prior Written Notice sent home to families. Teachers and service providers will collect data, whether in-person or remotely, and use this data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services.

Collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources:

Regardless of if school is completely in-session, completely virtual or hybrid, the diverse educational needs of students with disabilities are reflected through the continuum of services that are provided in a variety of settings within the schools. The District will maintain contact with representatives from all applicable school settings (BOCES/ CPSE Providers and approved School Age Programs for SWD) to facilitate the collective review of effective service delivery and student progress monitoring. The District will also remain informed regarding the planned activities for the nature and delivery of instruction and related services and to identify shared resources, materials, and technology that may be available to students, as appropriate.

Access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

Regardless of if school is completely in-session, completely virtual or hybrid, the District will ensure that students have access to their working technology and any accompanying programs. Protocols detailing availability of an assistive technology service are necessary to directly assist a student in the selection, acquisition or use of an assistive technology device. The District will provide parents and families with a list of individuals, including their contact information, available to respond to questions and concerns regarding the assistive technology device and/or service for their child(ren).

### **Social Emotional Learning**

School Counseling Plan for all learning situations. Our district and building level comprehensive developmental school counseling program plans, developed under the purview of our certified school counselors, are reviewed and updated to meet current needs. The Cassadaga Valley Reopening Sub-Committee of Learning/Student Support will inform the necessary changes to the school counseling program plan.

Advisory council has/will be comprised of families, students, members of the board of education, or school's board, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan applicable to all learning situations.



The district and school student support team will provide resources to staff to address mental, behavioral, and emotional support services and program that is applicable to all learning situations.

Professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff that is applicable to all learning situations.

### **School Schedules**

Full Attendance:

- In compliance with CDC guidelines, Governor's Executive orders, County health experts, Cassadaga Valley will follow all recommendations. CVCS will ensure that student groupings are as static as possible by having the same group/cohort of students stay together. Additionally,
  - The size of groups/cohorts of students be determined by the number of students who can be in each classroom while maintaining appropriate social distancing.
  - We will establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/guardians into the building, to the greatest extent possible.
  - Through scheduling, we will reduce in-school movement where possible by keeping students within a defined area or classroom and modifying class schedules or class transitions.
  - Special area teachers (e.g., music, art, physical education) may go to individual classrooms versus rotating all students through a shared space that is not able to be cleaned with each new use. Whenever possible, hold physical education and music classes outside and encourage students to spread out
  - Stagger the use of restrooms, allowing use at other times when necessary. Bathrooms may be monitored by staff to ensure social distancing, that it is clean, and students are washing hands after use.
  - Classrooms will be set up to turn desks (including teachers) to face in the same direction rather than facing each other to reduce transmission caused by virus-containing droplets (e.g., from talking, coughing, sneezing);
  - Open windows to improve ventilation. Do not open windows if there is a health or safety risk (e.g. allergies or potential fall);
  - Will utilize outdoor space for instruction dependent on the weather.

### **Attendance and Chronic Absenteeism**

Mechanism to collect and report daily teacher student engagement and/or attendance while in a remote or hybrid schedule:

- Hybrid/100% Virtual:
  - PowerSchool
  - Logs to be submitted to building principals by the end of the day on Fridays.

### **Family and Community Communication**

The Cassadaga Valley Central School district convened a reopening task force and engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans.

Commented [1]: insert names of task force members here

Commented [WH2R1]:

Members of the Task Force

Charles Leichner	Superintendent
Joelle Woodward	School Business Official
Marcy Sweetman	Director of Curriculum and Instruction
Rebecca Donnelly	Director of Special Education and Student Services
Joshua Gilevski	Elementary Principal
David Davison	Interim Director of Operations
TBD	Director of Transportation and Buildings & Grounds
Phil Bens	Technology Coordinator
Heidi Ottaway	Food Service Director
Joe Pascoe	Park Church
All Parents in the district	Phone calls to every family in the district were asked a verbal survey that provided critical information for
Rhea Nelson	Grade 1 teacher
Alisa Petry	Grade 5 teacher
Dr. Amanda Myles	School Psychologist
Katie DeVore	School Psychologist
Kerri Alessi	Middle School Science Teacher
Steve Helwig	High School Math Teacher and Teacher's Union President
Dr. Kahn	School Physician
Sam Smith, R.N.	School Nurse
Jenna Walker, R.N.	School Nurse

Ron Tonelli	M/HS Principal
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Communication Plan for students, parents or legal guardians of students, staff and visitors that include instructions for safety measures:

- CVCS utilizes; video messages, mailings home, district phone calls, social media, a new website, an app for a smartphone to access website, Remind App, Email, Google classroom pages, online surveys, and public board meetings to communicate with students, parents or legal guardians, staff, the community, and visitors. Additionally, signage has been posted at entrances, bathrooms and hallway on proper social distancing, wearing a mask and signs of symptoms of COVID-19.

### **Bi-Lingual Education**

Identifying English Language learners:

- In all three scenarios for instruction, Cassadaga Valley will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2021 and during the first 20 school days of the 2021-22 school year. After this 20-day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner’s Regulations Part 154.

Instructional Units of Study for English Language Learners

- In all three scenarios for instruction, Cassadaga Valley will require instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person, hybrid and/or virtual instruction.

Communication with English Language Learner family and/or guardians

- In all three scenarios, Cassadaga Valley CSD will ensure regular communication with parents/guardians of ELL's via phone, letter, and/or email to ensure that they are engaged in their children’s education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.