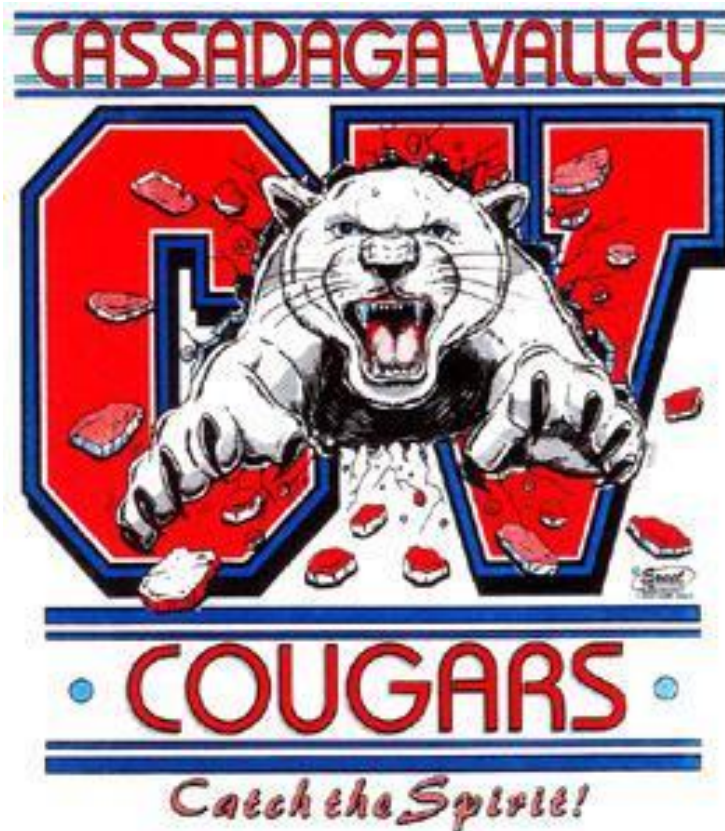# DISTRICT-WIDE SAFETY PLAN

7/18/2023 – PLAN REVISED
3/12/2021 – CONTINUATION OF OPERATIONS PLAN ADDED
7/15/2023 - EMERGENCY REMOTE LEARNING PLAN ADDED
7/15/2023 - CYBER INCIDENT PLAN ADDED

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2023 - 2024

SCHOOLS

Middle/High School
Cassadaga Valley Middle/High School
5935 Route 60
Sinclairville, NY 14782
716-962-8581
Fax - 716-962-5788

Elementary School
Sinclairville Elementary School
43 Sinclair Drive
Sinclairville, NY 14782
716-962-5195
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Beth Beaver, Dean of Students

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Jamie Rodgers, School Business Executive

DIRECTOR OF SAFETY AND SECURITY

Floyd Kent, School Safety Officer

INTRODUCTION

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills, and participating in exercises with law enforcement, emergency responders and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

The purpose of the **District-Wide Safety Plan (DWSP)** and the **Building-Level Emergency Response Plan (BLERP)** is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties to school employees, students and community stakeholders. Emergency Response Plans provide parents, guardians and the community reassurance the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Individualized policies and procedures have been developed by the **Cassadaga Valley Central School District (CVCSD)** based on potential circumstances and resources. Tools to manage an emergency include response procedures developed through threat assessments, safety audits, planning, and training.

The **District-Wide Safety Plan** is required by law to be posted on the District website and contains only basic safety information. Each individual building in the District also has an independent **Building-Level Emergency Response Plan (BLERP)** containing information about Emergency Response Team members, students and staff along with any other information critical to each school building. BLERP's are not available to the public and are confidential. BLERP's are submitted to the New York State Police and local emergency responders (police and fire departments) as required by law, for review and approval.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING

A. PURPOSE

New York State Education Law §2801-a (Project SAVE) and the Commissioner of Education regulation §155.17 set the standards for **District-Wide Safety/Emergency Response Plans**. Both laws set minimum requirements of a **District Wide Safety Team (DWST)** and a **Building-Level Emergency Response Plan (BLERP)** which include policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such emergencies.

The Cassadaga Valley Central School's **District-Wide Safety Plan** was developed pursuant to these laws to provide for the safety, health and security of both students and staff. The Director of Special Education appoints a **District Wide Safety Team (DWST)** at the direction of the Superintendent and approval of the Board of Education. The Safety Team makes recommendations regarding the development, implementation, maintenance, and revision of the **DWST**. The finalization of the plan ultimately rests with the Superintendent, with adoption by the Board of Education each School year. The District Wide Safety Plan incorporates all occupants, including staff, students and visitors in all school buildings and on all school grounds.

The District refuses to tolerate violence or threats of violence on school grounds and by implementation of these Plans 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 victims or reporters of incidents of violence will not be discriminated against.

B. IDENTIFICATION OF SAFETY TEAMS / PREPAREDNESS

1. *District-Wide Safety Team* - The Board of Education approved the District-Wide Safety Team at a regular meeting of the Board of Education on **November 21, 2022**. The Team is charged with making recommendations regarding the development, implementation, maintenance, and revision of the District Wide Safety Plan on a yearly basis. The Team is also responsible for addressing safety issues within the district, recommending actions, dissemination of information and coordinating training programs to the Superintendent and the Board of Education. The Team members are expected to work closely together and meet at least annually with minutes of each meeting kept. An agenda is established prior to each meeting. The District-Wide Safety Team consists of, but are not limited to, representatives of the School Board, students, teachers, administrators, parents, parent organizations, school safety personnel, other school personnel and law enforcement or other first responders. The individuals on the team may change on an annual basis due to changes in staff, students and parents within the District. Therefore, the Board of Education will appoint this team annually. This team will meet at least annually or as

needed. The current members of the team and their affiliations are included in APPENDIX B.

2. ***District-Wide Emergency 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 (ICS) 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. This team will meet at least annually or as needed. The current members of the team and their affiliations are included in APPENDIX B.

3. ***Building-Level Emergency Response Team*** (**BLERP**)- each of the two buildings within the District have developed a Building-Level Emergency Response Team. This team is responsible for conducting an initial school building security analysis regarding the potential for a violent incident to occur and periodically reevaluate it. These evaluations focus on the identification and assessment of school building security hazards and different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. They then address necessary changes in building practices after the evaluation is completed. 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. Additional responsibilities of the **BLERP** include the Building Incident 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. This team will meet at least annually or as needed. The list of members on this team can be found in the **BLERP**.

4. ***Building-Level Post-Incident Response Team*** – each of the two buildings within the District have developed a Building-Level Post-Incident Response Team. The team is a group of counselors, psychologists, social workers, nurses and other staff members who have received specialized training in responding to the emotional needs of children, teachers, and other school personnel, which arise from trauma, violence, illness, grief and loss. This Team will oversee the initial and on-going training program for all building crisis teams and maintain records. They are also responsible for coordinating District Crisis Team activities and responsible in the aftermath of an emergency. It includes the Building Crisis Counseling Team in addition to those staff members listed as part of the Emergency Response Team. This team will meet at least annually or as needed. The current members of the team and their affiliations are included in APPENDIX B.

5. ***Chief Emergency Officer -*** The District's Chief Emergency Officer will be designated at a Board of Education meeting annually. Under normal circumstances, the District's Chief Emergency Officer will be the Director of School Safety and Security. The Chief Emergency Officer and his alternates are listed in APPENDIX B. The designated Chief Emergency Officer is responsible for:
   ● Coordination of the communication between school staff, law enforcement, and other first responders.

- Lead the efforts of the **District-Wide School Safety Team** in the completion and yearly update of the **District-Wide School Safety Plan** and the **Building Level Emergency Response Plans**.
- Ensure staff understanding of the **District-Wide School Safety Plan**.
- Ensure the completion and yearly update of **BLERP's** for each school building.
- Assist in the selection of security related technology and development of procedures for the use of such technology.
- Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan.

6. *Command Post* - During an emergency, the Superintendent of Schools or their designee may activate the Emergency Operations Group when necessary, and they will meet at a designated location. In addition to the Emergency Operations Group, the Superintendent or their designee may summon resources to report to this location. This designated location will be referred to as the Command Post although the exact location may vary depending on the type and extent of the event.

7. *Emergency Operations Group / Incident Command Staff* - During an emergency, the Emergency Operations Group shall function under the command of the Superintendent of Schools and the District's Chief Emergency Officer.

8. *Superintendent's Cabinet* - The Superintendent's Cabinet includes Administration of the District. This group may be activated to provide assistance to any building in need.

C. CONCEPT OF OPERATIONS

The **District-Wide Safety Plan** is directly linked to the individual **Building-Level Emergency Response Plans** for each building. The protocols reflected in the **DWSP** guide the development and implementation of the individual **BLERP**.

The District recognizes it may be subject to a number of potentially disruptive events and this was a driving force in developing the **DWSP**. The key to being prepared for emergencies is effective emergency management through a rapid, well-planned response and this is the goal of both the **DWSP** and **BLERP**. The Plans were designed with the philosophy, 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) 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 the appropriate local emergency response officials and the Principal are notified. The nature of any given emergency dictates the degree of interaction with both State, County and Local Emergency Response Agencies. If necessary, the Cassadaga School District

will call upon State, County and or resources listed on the Emergency Service Agencies list in **Appendix A** to supplement efforts. The Principal will notify the Office of the Superintendent of Schools and other key personnel, as appropriate.

D. PLAN REVIEW, PUBLIC COMMENT AND DISTRIBUTION

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 Safety Plan and Building-Level Safety Plans were adopted by the Board after one public hearing provided for the participation of school personnel, parents, students and any other interested parties. The Plan was formally adopted by the Board of Education on **August 23rd, 2023.**

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 (NYSED), 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 in the District Administration Office and on the District Web Page. All reviews and updates to the Plan are in APPENDIX C.

Although the Building-Level Emergency Response Plans are linked to the District-Wide Safety Plan, the **Building-Level Plans are confidential and are not subject to disclosure** in accordance with Article 6 of the Public Officers Law and the New York State Education Law §2801-a. The confidential information and tactical strategies contained within, may threaten the safety of students, staff, visitors and the public if such information is disclosed. This further ensures safety at the building-level and reduces the potential for planned sabotage.

Furthermore, NYCRR Section 155.17 mandates a copy of the District-Wide Safety Plan, Building-Level Emergency Response Plans and any amendments be filed with the appropriate local law enforcement agency and with the New York State Police within thirty days of adoption. This function will be completed by the Director of School Safety and Security.

Send Building-Level Safety Plans to:	**Or by email to:**
New York State Police Headquarters – Field Command Attn: Safe Schools NY 1220 Washington Avenue, Building 22 Albany, NY 12226	info@safeschools.ny.gov

Copies of the BLERP's, including appendices and annexes are recommended to be distributed to the School Building-Level Emergency Response Team, local fire department, area law enforcement, local and county emergency management, the District Superintendent and any other persons deemed appropriate by the Building-Level Emergency Response Team.

SECTION II: RISK REDUCTION, PREVENTION AND INTERVENTION

A. IDENTIFICATION OF WARNING SIGNS

The District has implemented procedures for the dissemination of materials regarding the early detection of potentially violent behaviors (threat assessment) when deemed appropriate. The District employs school counselors, psychologists and behavioral specialists who assist the District in identifying early warning signs in students along with early intervention and prevention strategies. Designated personnel also play a key role in suicide prevention programs.

B. PREVENTION / INTERVENTION STRATEGIES AND PROGRAMS

The administration of the District believes improved communication among students, parents, guardians, and school staff adds to the quality of life and sense of safety at all of our schools. Such communication allows for the reporting, intervention, and prevention of potentially violent incidents before they actually occur. The following is a list of programs and initiatives in place in the District that promote open communication and have a positive impact on the quality of life in our schools. Due to the variety and nature of District programs, not all programs, strategies and activities are used in every program. The programs listed for staff are also detailed in the District's Professional Development Plan. The programs and strategies may include but are not limited to the following:

1. **School Violence Prevention and Intervention Training -** Each instructional employee completes at least one training session in school violence prevention and intervention lasting approximately 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 then has been presented with the material at the annual Superintendent's Conference Days.

2. **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 grade level to grade level but all involve the active participation of the entire school community. It is not always a formal program, but part of everyday activities.

3. **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. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors.

4. **Peer Mediation and Conflict Resolution 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.

5. **Bullying Prevention Programs -** The District encourages the involvement of staff, students, parents and community members in the implementation and reinforcement of the Dignity for All Students Act (DASA). Bullying is addressed in counseling sessions and through classroom intervention.

6. **Diversity Awareness -** Students are instructed in being aware of, respectful of, and embracing the variety of diverse aspects of humanity, whether race, religion, ethnicity, age, gender identity and expression, ability or disability, politics, class, or sexuality.

7. **Confidential Reporting -** All programs work towards creating a culture of trust for anonymous and confidential reporting to staff of school violence or the potential for violence. 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 to any staff member or the **Sandy Hook Promise** program.

8. **Special Education Strategies** (Some of these strategies are 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.

9. **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.

10. **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.

11. **Parent Support Programs -** groups, resource networks, and training in some buildings.

12. **SafeSchools Annual Training -** Bloodborne Pathogen Exposure Prevention, Hazard Communication: Right to Understand, Sexual Harassment, New York Education Law 2-d and Bullying: Recognition and Response

13. **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

14. **Districts Code of Conduct** - 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 from the District Office or District website.

15. **Others -** as deemed useful and effective based on the school population needs:
    - Alternative Placement Program for intervention of violent students who cannot function in a regular school environment
    - SADD
    - Project KNOW – is a comprehensive sexuality education program, providing our students with the knowledge, integrity and passion to make healthy personal decisions.
    - School Safety Office Program or NYS Security guards
    - Attendance Accountability and Truancy Reduction Program
    - Teen Court/Restorative Justice
    - District Threat Assessment Teams and Emergency Response Protocols
    - Dignity for All Students Act (DASA) regulations.

16. **Programs Designed For School Levels**

    High School Programs (Grades 9-12):
    - Counseling Center - All students are assigned a school counselor who works with the students and parents.
    - Opening Assemblies - Character and Code of Conduct
    - Student Assistance Team SAT (to include the principal, psychologist, specific teachers, the committee on special education chairman, school counselors, school social workers and school nurse) meets monthly to discuss students who are referred by members of the committee of teachers. Specific interventions are developed and staff is assigned to monitor progress.
    - Progressive Discipline Process - Teachers discuss the behavior with students, communication with parents/legal guardians, and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the principal or assistant principal to discuss the behavior and its consequences.

- Extracurricular Activities - There are extensive opportunities for students to become involved in productive, fun activities before and after school.
- Interact Club- Organized to promote pride and service to school and community.
- School-wide approach to appropriate behavior - PRIDE.

Middle School Programs (Grades 6-8):
- Middle School Rights and Expectations - Provided in written form in the Student Code of Conduct
- Opening Assemblies - Character and Code of Conduct
- Counseling Center -All students are assigned a school counselor who works with the students and parents. The counselor will discuss study/organizational skills, goal setting, interim/report card grades, strategies for improving grades/attitudes, learning styles, getting along with others, and related topics that concern a student and/or parents.
- Student Assistance Team/SAT (to include the principal, psychologist, specific teachers, the Committee on Special Education Chairman, school counselors, school social workers and school nurse) meets monthly to discuss students who are referred by members of the committee of teachers. Specific interventions are developed and staff is assigned to monitor progress.
- Extracurricular Activities - There are opportunities for students to become involved in productive, fun activities after school.
- School-wide approach to appropriate behavior - PRIDE.
- Progressive Discipline Process - Teachers discuss the behavior with students, communication with parents/legal guardians, and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the principal to discuss the behavior and its consequences.

Elementary School Programs (PreK-5):
- Character Education/bullying assemblies.
- Response to complaints protocol.
- Comprehensive approach to work toward an atmosphere of tolerance school-wide.
- Conflict resolution.
- Social skills training.
- Reporting system to report serious offenses of school violence.
- Response to Intervention Team/Student Support Team (to include the principal, psychologist, specific teachers, the Committee on Special Education Chairman, school counselors, school social workers and school nurse) meets monthly to discuss students who are referred by members of the committee of teachers. Specific interventions are developed and staff is assigned to monitor progress.
- Student Assistance Team (to include the principal, psychologist, specific teachers, the CSE chairman, school counselors, and school nurse) meets monthly to discuss students who are referred by members of the committee of teachers. Specific interventions are developed and staff is assigned to monitor progress.
- School-wide approach to appropriate behavior - PRIDE.

C. TRAINING, DRILLS AND EXERCISES

1. **Training** - The District understands the importance of training. It is the District's policy to fully comply with all applicable safety standards and laws along with being in compliance with the Commissioner of Education Regulation 155.17 which requires the District to have multi-hazard training for staff and students. All school staff, students, and others deemed appropriate by the school, receive annual training during the school year to better prepare them for an incident including how to summon assistance in the event of an emergency. The annual training includes a review of the District-Wide Safety Plan and Building-Level Emergency Response Plans to refresh staff on their roles and communication procedures during an emergency. These trainings also include special procedures for bomb threats, hostage-taking, intrusions, and kidnapping; post-incident procedures including medical followup and the availability of counseling and referral; Staff receive written information in the form of the Flip Chart and Safety Resource Manual, which is part of the Building Level School Safety Plan. Trainers are knowledgeable and familiar with the district's Safety Plan.   The District also submits certification to the NYSED stating all district and school staff have undergone annual training components on violence prevention and mental health. New employees hired after the start of the school year receive training within 30 days of hire. All other school staff receive this training by **September 30th** of each school year.

2. **Multi-Hazard Training** - The District provides annual multi-hazard school safety training for staff and students. The components of this training are consistent district-wide. Staff training will be routinely conducted at the school level followed by drills with the entire District. These drills will focus on our standard response actions to a potentially dangerous or threatening incident. The use of tabletop drills to accomplish or compliment this training will be considered when live drills are impractical or not sufficient to meet the training goals.

3. **Drills and Exercises** - The District follows all mandated guidelines regarding the number of drills and exercises conducted during the school year. Furthermore, pupils must receive instruction on how to respond appropriately in the shortest possible time without confusion or panic. The number of drills and exercises are established by New York State. The current guidelines state there must be four (4) Lockdown drills, eight (8) evacuation drills for a total of (12) drills of which (8) drills shall be completed prior to December 1st of each year. (4 of those drills shall be through the use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress), and one (1) early go-home drill per school year (the district will not conduct go-home early drills before the end of the school day due to transportation issues and concern for Special Education students). The District's Chief Emergency Officer will coordinate and conduct these drills in conjunction with the local police and emergency responders. Drills and exercises will be conducted during different times and periods of the school day. Based on the determination of the District-Wide Safety Team and the Building-Level School Safety Team, additional drills and exercises may also be conducted. Additional drills may consist of but are not limited to:

- Sheltering, Evacuation, Lockout, Lockdown and Fire
- Live drills for specific responses(i.e. Bomb-Threat, Hostage taking, Tornado, etc.) The additional drills will be documented on the Report of Mandated Drills form if performed. The form is part of the Building-Level School Safety Plan.
- Tabletop exercises - During these problem-solving exercises, a team meets to discuss emergency scenarios and work through possible problems that might occur. They determine how to resolve these issues, by determining roles and responsibilities thereby addressing and eliminating potential problems before an emergency occurs.
- Emergency Response Team exercises - These drills test whether team members are clear on their roles during an emergency without staging a live drill of the entire building.
- Incident Command System (ICS) Training

The District 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 help evaluate exercises. These agencies include but are not limited to Law Enforcement, First Responders and the District Safety Teams. The District also has staff members involved in incidents and drills. Staff are encouraged to email school administrators with any comments or concerns regarding how the drill was conducted. School administrators will address any concerns or questions noted and share them either in writing or in faculty meetings. District administrators and principals will meet to discuss any multi-hazard training, actual and potential hazards, and/or violence (implied threats, direct threats, and/or actual acts of violence). The discussions are the key to debriefing as a District. The debriefings help analyze these drills and improve responses in the future. Actions and procedures carried out successfully are verified and areas in need of improvement are noted. This level of District awareness assists each principal and administrator in responding to future training or actual emergencies

D. IMPLEMENTATION OF SCHOOL SECURITY

1. **District Wide Safety Team** - It meets to make recommendations to the administration on school security issues. Appropriate school building security measures and procedures are determined on an ongoing basis by the District Safety Team in conjunction with administration and law enforcement agencies. The Building-Level Emergency Response Teams also help carry out the District-Wide Safety Plan with regards to school security. 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.

2. **Security/School Safety Advisor – Hiring and Training** - All Cassadaga Valley Central School District Security Guards/Safety Advisors are hired and trained consistent with the New York State Security Guard Act of 1992 and the requirements set forth in the New York State Division of Criminal Justice Services. Continual training is provided to maintain licensing and skills. The Cassadaga Valley Central School District is a licensed New York State Proprietary Security Guard Employer.

3. **Security Personnel – Responsibilities and Authority** - The District employs security personnel to assist the schools in dealing with all manners of security and safety issues. The principal role of our security personnel is to safeguard the District's students, staff and visitors from harm; to deter, detect, respond to, and report infractions of the Code of Conduct and New York State Law; and to protect the District's assets from theft and damage. Security personnel employed by the district are authorized to carry out this role consistent with the Policies and Regulations of the District, applicable New York State Law, Security Standard Operating Procedures and District training.

4. **Visitor Access** - School access is controlled during the regular school day by locking the building, utilizing one point of entry and utilizing a buzzer/intercom/camera to screen visitors prior to entrance into the building. Signs are installed directing all visitors to the main office in all buildings. Once in the main office, the visitor or contractor will present a valid government issued photo identification. The photo identification will be entered into the visitor management Raptor software system and screened against the sex offender registry and custom databases, including those with custody orders and banned visitor status. If the visitor or contractor is approved with no red flags, they will sign-in on the visitor log and be given a pass/visitor tag prior to gaining access to the building.

5. **District Staff and Substitutes -** As required by SAVE legislation and District procedures, all employees are required to be fingerprinted and have a criminal background check via the NYS Education Department. All District employees are required to have an employee photo I.D. badges and wear them at all times. If lost or misplaced, staff shall immediately request a replacement ID badge.

6. **Video Surveillance** - All District school buildings provide video surveillance to enhance the safety of our students and staff. The cameras may/may not be actively monitored, but the recordings are available for district officials and local law enforcement use. The cameras are monitoring the interior and exterior of buildings.

7. **Intrusion Detection** - The District's buildings are protected by an intrusion detection alarm system linked to a central monitoring station.

8. **Other Security Measures** -

   - Staff in the hallways as monitors during classroom changes.
   - All employees and staff 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.
   - Random building searches, as deemed necessary.
   - Periodic security audits.
   - Security Tips sheet provided to staff.
   - Any other method 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 building.

9. **Board of Education Security Policies** - To further enhance school security along with student and staff safety, the District has the following Board of Education policies in place:

- Code of Conduct on School Property - #3410 - Covers Anti-Harassment in the School District, Dignity for All Students, Unlawful Possession of a Weapon on School Grounds - #3411, Weapons in School, and the GunFree Schools Act
- Non-Discrimination and Anti-Harassment in the District - #3420
- Emergency School Closings - #3510
- School Safety Plans and Teams - #5681
- Fire and Emergency Drills, Bomb Threats, and Bus Emergency Drills - #5683
- Code of Ethics for All Board Members and District Personnel- #6110
- Alcohol, Tobacco, Drugs, and Other Substances - #6150
- Drug-Free Workplace -#6151
- Safety of Students (Fingerprinting Clearance of New Hires) - #6170
- Child Abuse and Neglect/Maltreatment - #7530

E. VITAL EDUCATIONAL AGENCY INFORMATION

The District maintains certain information about each school building within the Building Level Emergency Response Plans Building Information Report section including, but not limited to: school populations, transportation needs, number of staff, and emergency telephone numbers of key personnel. In addition, similar information on other district departments as well as the assistance those departments could provide in the event of an emergency is also maintained at the District level. A list of data and contacts will be updated and made available to key personnel (including all Principals) but is not available to the general public.

F. EARLY DETECTION AND VIOLENT BEHAVIORS

The District acknowledges the importance of early recognition and intervention into conflicts and potentially violent behaviors.

- The District will ensure appropriate school violence prevention and intervention training will be incorporated into teacher conference days and be provided to all staff during regularly scheduled staff training sessions. All threats of violence are taken seriously and investigated.
- The District recognizes despite our best efforts, students and parents may need additional assistance to respond to bullying. To ensure a quick response to parent and student concerns, the District has developed a bullying reporting process. Each School has identified a Dignity of All Students Act (DASA) coordinator responsible for this function.
- Students and staff are encouraged to share information regarding any conflicts or potentially violent behaviors with an administrator (and law enforcement when appropriate) so an investigation can commence. The District has established an anonymous 24-hour "Safe School Helpline" to provide another means for such

information to be brought to the attention of those who need to know so the situation can be addressed in a timely manner.

- The District has developed policies and procedures for contacting parents, guardians or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.
- The District has a trained Threat Assessment Team that meets periodically throughout the school year to discuss any ongoing incidents with students, parents or staff members.
- All staff members are trained in the District procedures of reporting threats of violence and threats of suicide annually.
- 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 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 relations, 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 receive training, such as Second Step, to prepare staff for violent incidents and lessen their impact, and in early intervention and 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 receive written information from training programs and in the Emergency Procedures Quick Reference pamphlet.

G. SITES OF POTENTIAL EMERGENCY HAZARD IDENTIFICATION

1. **On-Site Potential Emergency Locations** - 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, properties adjacent to schools, on and off-site athletic fields, buses and off-site field trips. These hazards along with additional building confidential hazards (and how to handle each issue) will be documented in each BLERP and updated on an annual basis.

2. **Off-Site Potential Emergency Locations** - The District School Safety Committee, in conjunction with the New York State Police, Chautauqua County Sheriff's Department, Cassadaga Fire Department, Cherry Creek Fire Department, Ellery Fire Department, Ellington Fire Department, Fluvanna Fire Department, Gerry Fire Department, Sinclairville Fire Department, Stockton Fire Department, and other town/village officials, have identified potential emergency situations off of school property that could have an

impact on the District. Factors that were considered include population, presence of hazardous materials, the potential for emergency based on geographical potential and/or national trends, and proximity to District property, such as thruway, bridges, major intersections, primary routes of hazardous cartage, and SARA Title III locations of hazardous materials. The list is updated on an annual basis and is as follows but not limited to:

- Agricultural Locations - A Large portion of the District is located in agricultural areas. Most agricultural farms have fertilizer, pesticides, chemicals and petroleum fuels on premises. These items, if handled or stored improperly, can cause a hazard to the district.
- Cassadaga Windmill Project - there are close to 40 windmills within the District that produce a large portion of the area's electricity. An attack on the windmills or a weather disaster could put the windmills off line and create an electricity shortage.
- National Grid Electric Substation - with the large quantity of windmills in the District, National Grid has installed an Electrical Transfer Substation on Route 60 near Moon Road in the Town of Stockton. The substation is the hub for all the electricity produced by the windmills. The location of the substation is in very close proximity to the schools.
- Route 60 - is the only north /south arterial highway located within Chautauqua County. The high school is located on the highway and the elementary school is adjacent to the highway. The amount of daily traffic traveling past both locations is extensive. The traffic consists of passenger vehicles to commercial vehicles carrying hazardous chemicals.
- Cassadaga Creek - roadways along and adjacent to Cassadaga Creek are notoriously known to flood. Flooding most commonly occurs on South Stockton-Cassadaga Road, Sinclair Drive, ect)
- Municipal services failures (water, sewage, phone, data and electricity)
- Chautauqua County Airport - the airport is not within the District, however it is bordering our District line and an aviation accident is possible.

3. **Types of disasters or threats**

- Fire, Chemical, and/or Hazard materials are of concern with commercial vehicles on Rt 60 and in industrial and agricultural complexes.
- A terrorist attempt/attack at the Windmill Farm or Electric Substation.
- The Wastewater Treatment Facility uses chlorine, which could produce potentially deadly gas.
- A criminal event, armed gunman or demonstration/protest off school grounds in the district.
- Aircraft crash.

H. SCHOOL SAFETY ADVISOR

The District will utilize the use of a School Safety Advisor (SSA) in order to provide Security Services for the District. The SSA will perform work under the general direction of the District Administration with leeway for the exercise of independent judgment. The SSA will function as the Chief Emergency Officer of the District, will oversee emergency response procedures and manage safety and security programs for the District.

The SSA will provide support to the instructional process with specific responsibilities for the safety and welfare of students while on school grounds. He/She will serve as a teacher, counselor, role model, and advocate for students, families, faculty, and staff. The SSA is not the school disciplinarian, nor does he/she supplant any other staff function. He/she brings full service, personalized security to an important segment of our community. With a full-time presence in schools, the SSA will be easily recognized and approachable for students.

In the classroom, the SSA presents classes on topics such as the history of law enforcement, search and seizure, constitutional rights, criminal law, and drug abuse. The SSA's duties extend far beyond the classroom and normal work day. The SSA participates in faculty meetings, club projects, student social functions, and sporting events.

The ultimate goal of the SSA program is to maintain and improve the safety of the learning environment in our schools through the reduction and prevention of school violence and drug abuse. The SSA will be armed and will be recognizable with "*Safety Advisor*" on the back of the shirts and coats he/she wears, with the primary focus being prevention and deterrence. Investigations involving student misconduct and possible infractions of the District's Code of Conduct are the responsibility of the school's administration with the SSA providing support and acting as a resource during investigations on campus. The SSA may directly question students during an investigation involving misconduct and Code of Conduct violations and may conduct searches of students' property and person as permitted by New York State Law. Administrative searches must be at the direction and control of the school principal. Although under the direct supervision of the Administration, the SSA is considered a member of the school staff and, as such, works closely with the principals to determine the best course of action.

DUTIES AND RESPONSIBILITIES OF A SCHOOL SAFETY ADVISOR:
- Coordinates and participates in required building inspections, surveillances, parking lot safety, traffic control and attends events as needed.
- Ensures application of safety, crowd control and security protocols at public events, sporting events, and other extracurricular school district activities.
- Recommends and implements procedures and best practices to prevent and deter violence on school district properties.
- Escorts students, staff and/or visitors for the purpose of providing direction, ensuring safety and providing site security.
- Monitors student behavior during and between assigned periods, during lunch, detention, dances and sporting events for the purpose of ensuring student compliance with established

guidelines while maintaining a safe, positive and secure learning environment.

- Patrols grounds, adjacent areas, driveways, parking lots, roads, buildings and halls for the purpose of providing visibility, maintaining security and deterring violations of District Policy and criminal activities.
- Performs duties involving the planning, development, improving, implementing and monitoring of the district safety, security and health programs.
- Has extensive knowledge of state and federal regulations of fire codes, safety codes and emergency procedures and advise management and staff of any regulatory changes.
- Provides consultation and assistance for all safety related drills, inspections, crisis response plans and in providing security for all occupants of school buildings and grounds.
- Refers incidents of personal injury, altercations, suspicious activity and rule violations to Administration and/or Law Enforcement for the purpose of ensuring follow-up in accordance with administrative, site security and student safety guidelines.
- Evaluates effectiveness of security and surveillance equipment on district properties.
- Conducts District Wide inspections of all properties belonging to the school district at least once a year. Following the inspection, a written report of the findings and recommendations should be given to the school administration.
- Attends meetings, workshops, seminars and training programs as necessary to maintain certifications, knowledge level and skills;
- Assists with at-risk students and makes home visits as needed.
- Assists in accident and incident investigations as needed with outside agencies.
- Coordinates with law enforcement and other emergency responders in matters of public safety and addressing criminal activities for the safety of students, visitors and staff.
- Testifies in hearings or court proceedings for the purpose of providing information regarding alleged illegal activity.
- Develop a close working relationship with law enforcement and first responders.
- Conducts and monitors fire drills, lock downs and other emergency procedure drills for the purpose of complying with established guidelines.
- Advise, educate and mentor students, faculty and visitors *on* established policies, procedures and regulations related to safety, abuse and violence prevention.
- Coordinates all safety trainings, education materials and provides guidance in promoting awareness on a variety of safety, abuse and violence issues and promotes prevention programs.
- Conducts workshops and provides leadership to the students, parents and faculty addressing tobacco, alcohol, other drug issues, gang activity, violence diffusion and prevention, crime prevention and safety issues in the school community.
- Prepares and disseminates information on topics of health, safety, toxic substances, emergency planning, fire prevention, and building code requirements.
- Participates in unit meetings, in-service training and workshops for the purpose of conveying and/or gathering information required to perform job functions.
- Performs other related duties as required or assigned for the purpose of ensuring the efficient and effective functioning of the District.

SECTION III: GENERAL REPORTING AND RESPONSE PROCEDURES

A. GENERAL RESPONSE ACTIONS FOR EMERGENCIES

Subsequent sections of this District-Wide School Safety Plan outline specific response actions for individual emergency situations. The purpose of a uniform plan is to ensure District Wide continuity for emergency responses. These general emergency responses will provide one consistent response system that will be used by all school employees, students, parents and emergency responders. If an emergency situation occurs at the building-level, it is the responsibility of each and every District employee to take those actions which are geared toward preserving the health and safety of all students, staff and visitors. Specific detailed responses are listed in each individual BLERP.

B. REPORTING

The 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 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 each incident will be reported to and evaluated by the Building-Level 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 (School Resource Officers, Fire and Emergency Medical Responders) will be asked to participate on Building-Level Emergency Response Teams.
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 occurred. (Crime Scene Management)
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- Ensure 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 the District Administration.

- Provide incident debriefing to students/staff as needed. Notify parents, as appropriate.

C.   CONCEPT OF OPERATION

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

D. IMPLEMENTATION OF INCIDENT COMMAND SYSTEM

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. In general, the initial Incident Commander at the school will be the building Principal and will be the delegated authority to direct all incident activities within the school's jurisdiction. If the Principal is not available, the District has other staff members authorized to make decisions during an emergency situation along with backups to provide assistance. The list is confidential and is included in the Building-Level School Safety Plan. The list is given only to Law Enforcement and First Responders. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required, and direct the on-scene incident management activities from the ICP. The ICS team has been given an overview of the ICS, an ICS flow chart, and specific ICS roles and responsibilities.

E. INITIAL RESPONSE

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

F. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITY

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

incident occurs. The Building-Level Emergency Response Team will be used to delegate these tasks.

G. DIRECTION, CONTROL, AND COORDINATION

1. **Coordination with Responders** - The BLERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another. In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

2. **Use of Resources** - The school will use its own resources and equipment to respond to incidents until emergency responders arrive. It will be the responsibility of the Emergency Operations Group and the Superintendent's Cabinet to help secure these resources.

H. COMMUNICATION DURING EMERGENCIES

1. **Internal** - 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.

2. **External** - Every effort will be made to directly contact parents/guardians or designated emergency contacts by telephone in the event of a violent or emergency incident, an early dismissal or an incident with potential to impact bus transportation capabilities either to or from District Schools. The superintendent or his designee, will activate their process to inform all necessary parties. 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, radio, television and social media to convey pertinent emergency information. 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. The 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. The Principal or Superintendent will work with the District's Community Relations Manager and emergency responders to coordinate the release of information to ensure information is consistent, accurate and timely. Communication procedures are detailed further in the BLERP's.

I. MULTI-HAZARD RESPONSE

There are many variables that could impact the manner in which the Building-Level Emergency Response Team responds to a particular occurrence. These variables could include but are not limited to: time of year, time of day, weather, age of student(s) involved, location of student(s),

anticipated delay from emergency responders, availability of support personnel and availability of transportation. Therefore, it is not practical to try and map out the steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions needed to be made in every emergency pursuant to our primary goal of preventing the loss of life and injury of students and school staff. Included in the building-level safety plans are actions for handling multi-hazard emergencies in compliance with the Incident Command System (ICS). These guidelines include but are not limited to:

- Initial actions
- Emergency school cancellations, closing, early dismissal, and delays including after-school, evening activities, and weekends.
- Early Dismissal
- Before, during, and after school evacuation. Including evacuation routes and relocation sites (internal and external)
- After school emergency plans
- Command post location (primary and secondary)
- Shelter in place
- Hold in place
- Lockout
- Lockdown

Multi-Hazard Responses can be used on but not limited to the following emergencies: Air Pollution, Anthrax/Biological, Aviation Crash, Building Structure Failure, Bomb Threat, Civil Disturbance, Crimes Against People, Earthquake, Electrical System Failure, Epidemic, Explosion, Fire Alarm Activation, Flood, HAZMAT on or off Site, Heating System Failure, Hostage Situation, Intruder Situation, Mass Casualty, Medical Emergency, Gas Leak, Radiological, Prisoner Escape, Acts of Terrorism, Active Shooter, School Bus Accident, Threats of Violence, Toxic Exposure, Suicide, Pandemic, Vehicle Accidents, Weather Emergency, Water/Sewer Emergency etc.

The building Principal or their designee is designated as the Building Incident Commander of their school during a crisis situation until relieved by a higher authority. For a local emergency, the response will be determined by the Building Incident Commander based on the incident and the information available. The Principal or designee will provide leadership, organize activities and disseminate information with the assistance of the District's Emergency Operations Group or Chief Emergency Officer.

In most instances where this level of school response is warranted, the school will be seeking assistance from other emergency responders in resolving the situation. As such, the immediate objective is generally to contain the incident and successfully manage it until the emergency personnel arrive.

J. EMERGENCY NOTIFICATIONS AND ACTIVATIONS

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 Building Incident Commander is responsible for notifying Emergency Response agencies and the District Office, which is then responsible for ensuring all other necessary notifications are made. This enables the Building

Incident Commander to direct all of his/her attention to the emergency. Additionally, the local agencies and resources are identified with the telephone number in the Emergency Telephone Numbers section of Building Plans. A compilation of those numbers are included in APPENDIX A.

To ensure the fastest response, individual employees are instructed to dial 911 to contact emergency service agencies in an emergency, but must inform the Principal, Administrator or Building Incident Commander immediately afterwards. The Principal will then notify the Superintendent immediately. If the emergency is within the school district boundaries and has the potential to impact the surrounding community or Districts, the superintendent or designee will notify the appropriate town officials (ex: highway depts., town supervisors, and Village Offices) and notifying all Component Districts of the emergency along with acting as the chief communication liaison for all District educational locations. These notifications shall occur at the earliest and safest possible time during the response phase. The Principal or Superintendent will request any additional resources necessary to assist in the building's issue. One of the possible options will be to activate one of the Emergency Response Teams. The goal of the Emergency Response Team is to provide assistance and resources as needed to deal with the crisis at hand. Additional procedures for communications can be found in the building-level safety plans.

K. SPECIFIC RESPONSE PROTOCOLS

The District has established appropriate response actions to a variety of emergency situations including but not limited to, bomb threats, hostage-takings, intruders, kidnappings, lockout, hold-in-place, lockdown, shelter-in-place, duck and cover, severe weather, medical emergencies and off campus bus accidents. They are detailed in each BLERP as recommended by the NYSED Safe Schools Template. Transportation safety procedures are also in place.

L. RESPONSES TO ACTS OF VIOLENCE: IMPLIED OR DIRECT THREATS

Having acknowledged the recognition and early intervention into potentially violent situations is critical, it shall be the policy of the District to deal with all threats and potentially threatening situations and circumstances in a serious and deliberate manner.   In addition to reporting and investigating direct threats, all staff are responsible for relaying to their respective school administration information about any student behaviors or communications that suggest a threatening situation is possible. Depending on the imminent nature of the threat, the following procedures may be used by the district:

RESPONSES TO THREATS OF VIOLENCE (IMPLIED OR DIRECT THREATS)

Response actions in individual buildings will include:
- Inform building Principal and Superintendent of implied or direct threat.
- The building Principal may initiate a threat assessment inquiry to determine the level of threat. If time permits, this inquiry would also involve interviewing potential witnesses as well as parties involved. Some factors to consider when evaluating the level of threat include, but are not limited to, specificity of threat to a person or persons, mention of specific means or weapons, specific reason or

justification, history of student, known access to weapons and propensity for violence.

- Use of staff trained in de-escalation techniques or other strategies to diffuse the situation.
- Contact law enforcement, if the threat may be imminent or for their advice and assistance. Direct threats to personal safety may well constitute a violation of law and the student making the threat can be prosecuted. Prosecutions in Criminal or Family Court provide another opportunity for intervention.
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team, if necessary
- Follow up with the appropriate procedures as outlined in the District's Code of Conduct.
- Any threats of suicide or suicidal ideations shall be reported by staff to an administrator immediately and without delay. Administrators will investigate all instances of threats of suicide or suicidal ideations without delay.

RESPONSES TO ACTS OF VIOLENCE (ACTUAL)

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

- Determine the level of threat
- Student's Behavior Intervention Plan followed, if appropriate, including temporary placement of the student in crisis/time out rooms
- Use of staff trained in de-escalation techniques or other strategies to diffuse the situation.
- 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 law enforcement.
- Monitor situation, adjust response as appropriate, if necessary, the Principal will initiate early dismissal, sheltering or evacuation procedures

Although the District refuses to tolerate violence and threats of violence on school grounds, a zero-tolerance of school violence policy has been adopted by the Board of Education and it has been deemed inappropriate for any/all school settings. Appropriate student Behavioral Intervention Plans are in place and implemented as needed.

NOTE: The Cassadaga Valley Central School Code of Conduct also describes policies and procedures for responding to acts of violence by students, teachers, other school personnel, and visitors to the school. The District's code of conduct also supports school safety and security. The code of conduct is pursuant to the District's safe and drug-free schools policy and the no weapons policy.

M. OBTAINING ADVICE AND ASSISTANCE FROM THE LOCAL GOVERNMENT

In the event of an emergency where additional advice, assistance, or assets not readily available to the district are needed, the Superintendent of Schools will request assistance from local government agencies, organizations or businesses to help provide needed assistance. Such assistance includes personnel, equipment and supplies. The District is partnered with the Chautauqua County and all the Towns and Villages and its subdivisions (police, fire etc.) within the District for these specific circumstances.

N. DISTRICT RESOURCES AVAILABLE DURING EMERGENCY

The District has identified various resources available for use during an emergency, including all demographic information of the student population, the identification of staff and emergency teams; Business and home telephone numbers of key officials of each building within the District; use of Incident Command System (ICS); a list of staff trained in first aid, CPR and AED; master list of all vehicles in the Transportation Department; building floor plans/maps with shut-offs and potential hazards noted; American Red Cross sheltering agreements; and designated shelter sites with backup shelter sites. The details are considered confidential, due to the school-specific information and administrator home phone numbers, and are located in the confidential building-level safety plan.

O. EMERGENCY RESPONSES

Functional Annexes focus on the critical operational functions and the courses of action developed to carry them out. In New York State, to ensure consistency, schools are provided with standardized definitions. These annexes are defined in detail in the BLERP's and quick reference guides. Other Annexes available and listed in this section are Crime Scene Management, Communications, Accounting for all persons, Continuity of Operations, and Recovery. The Medical Emergency Annex has its own section in the District-Wide Safety Plan.

P. CRIME SCENE MANAGEMENT

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important the crime scene remains as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures are outlined in the BLERP's.

Q. EMERGENCY EVACUATION OF NON-AMBULATORY DISABLED INDIVIDUALS WITH DISABILITIES

Each building Principal is responsible for identifying non-ambulatory disabled staff or students and listing that information in their BLERP. This includes assigning an area of rescue assistance for such person on floors above or below the level of discharge. Since BLERP's are provided to local emergency responders, this information will be readily available during an emergency.

R. ACCOUNTING FOR ALL PERSONS

The Building-Level Emergency Response Plan has procedures in place to:

1. Take attendance and report to the Incident Commander when class relocates inside the building or an evacuation takes place.
2. Report to the Incident Commander when a student, staff member, or guest cannot be located.
3. Dismiss students if they have been relocated.

S. FAMILY REUNIFICATION PLANS

During any building evacuation it is important to have a family reunification plan. In general, families should be reunited at each building's evacuation site and will require assigned personnel and plans that should be detailed in each BLERP.

T. CRISIS OCCURRING OUTSIDE NORMAL SCHOOL HOURS

Due to the many uncertainties about building occupancy during those times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all crises occurring within that time frame. The building Principal will notify their Chief Emergency Officer of the Crisis and the appropriate actions will be taken.

U. PROCEDURES FOR INFORMING OTHER EDUCATIONAL AGENCIES OF AN EMERGENCY

1. The Chief Emergency Officer/Director of School Safety and Security will evaluate the impact of an emergency on other educational agencies within the District.
2. If the impact is evident, the Chief Emergency Officer/Director of School Safety and Security will telephone the contact person at each affected educational agency and inform them of the status of the emergency.
3. If contact with other educational agencies cannot be made, the Chief Emergency Officer/Director of School Safety and Security will contact the Law Enforcement for assistance in communicating information to these educational facilities.
4. If transportation, sheltering and other types of assistance are to be provided to other educational agencies, the Chief Emergency Officer/Director of School Safety and Security will make arrangements to implement this assistance.

V. PROCEDURES FOR SHELTERING STUDENTS, STAFF, AND VISITORS

In the event it becomes necessary to shelter students, staff, visitors, or other individuals, the building Principal or their designee will contact the Chief Emergency Officer/Director of School Safety and Security. The Chief Emergency Officer/Director of School Safety and Security will notify the Superintendent of Schools. If it becomes apparent students will not be able to leave the facility, the school principal will make arrangements for adequate supervision of the students under their direction and to make provisions for building maintenance (custodial) and food services.   It shall be the responsibility of the Chief Emergency Officer/Director of School Safety and Security to inform appropriate police, Red Cross, and emergency preparedness officials.

The District has also partnered with different local and state agencies to provide shelter to the community during certain disasters or emergencies. The Chief Emergency Officer is the contact for those agencies during the crisis. The Chief Emergency Officer will take appropriate actions during such incidents.

W. MEDICAL EMERGENCIES AND MENTAL HEALTH

A medical emergency is a result of a minor or major illness, or injury to an individual, and can be of such severity as to be life threatening, or merely cause the victim discomfort or pain. The District does **not** expect unlicensed staff to provide medical care. The District **does** expect unlicensed staff to call for emergency assistance (e.g. 9-1-1, school nurse) and stay with the victim until help arrives. In each case, the guiding principles are to provide appropriate care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is treatment that will attempt to protect the life and comfort of the victim until authorized medical treatment is available, or in the case of a student, until the child is placed under the care of the parent or guardian. Staff should use judicious avoidance and standard precautions in managing all emergencies. School nurses follow their standard district policies, procedures and training not listed in this section.

The number of medical emergencies that can develop is potentially endless. Each BLERP will designate Building-Level Response Teams that may be used to respond in a medical emergency.

The District has also developed policy and procedures for contacting parents, guardians, or persons in a parental relation to a student in the event of an implied or direct threat of violence against themselves, including threat of suicide or suicidal ideations. When a staff member notices signs of mental health issues or signs of suicide or suicidal ideations, they should report those signs or issues to an administrator immediately without delay. The Administrator will investigate the issue with counselors using the Columbia Rating Scale and contact parents with available resources as necessary.

X. CYBER SECURITY INCIDENT RESPONSE PLAN

The current Cyber Security Incident Response Plan is listed in APPENDIX F:

SECTION IV: RECOVERY

A. POST - INCIDENT RESPONSE

After the safety and status of staff and students have been assured and emergency conditions have abated following an incident, staff, teachers and school officials will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing for this effort is the starting point for the recovery process. Collecting and disseminating information will also facilitate the recovery process.

The District has outlined actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. The District relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

B. DISTRICT SUPPORT FOR BUILDINGS

In addition to support during an emergency, the District will use all District-wide resources at its disposal to support the Emergency Operations Group, Emergency Response Teams and the Post-Incident Response Teams in the affected school(s) after the incident has been resolved to the point where recovery of normal operations can commence. Additional support includes but is not limited to mental health services, building security and facility restoration.

C. DISASTER MENTAL HEALTH SERVICES

The Cassadaga Valley Central School District recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students and staff following exposure to a violent incident. Therefore, the District-Wide Post-Incident Response Team will respond in crisis situations to provide appropriate medical, psychological mental health services and follow-up to all individuals affected by a violent act in the District. This Post-Incident Response Team is determined as needed by the District's Chief Emergency Officer. Provisions for medical confidentiality and protection from discrimination are included to prevent the victims of violent incidents from suffering further loss.

Employees are encouraged to seek assistance from the Employee Assistance Program (EAP). Depending on the nature of an incident, if the District does not have the needed resources, or additional help is needed, the Counties' Departments of Mental Health can be contacted for assistance, as well as the Counties' Offices of Emergency Services, which may be contacted to help coordinate a County or Statewide effort.

In addition to District mental health services, District office staff will assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams, in the affected school(s). This may take the form of seeking out additional local support or could, if warranted, involve accessing federal and state mental health resources as well.

D. REVIEW AND DEBRIEFING

The involved school's Building-Level Emergency Response Team will meet to investigate and review the specific incident to determine if the school's BLERP was adhered to and if any improvements are needed to enhance the plan. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. This review may, depending on the nature and degree of the incident, include input from the Emergency Operations Group and/or representatives of local emergency response agencies. The Team conducting the investigation shall collect facts on how the incident occurred, Record information, Identify contributing causes, recommend corrective action, encourage appropriate follow-up and consider changes in controls, policy and procedures. The review and debriefing may include the items summarized in the next section describing the Post-Incident Response Guide.

E. CONTINUITY OF OPERATIONS PLAN

As part of the COOP, the District will use resources to:

- Identify primary and secondary relocation sites for each building that meet the needs of the school.
- Allow the COOP to be activated at any time and sustain it for up to 30 days.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protect vital documents and make them available at alternate sites.
- Identify personnel to assist in developing COOP and training them.
- Identify resources available to students and staff for online learning in case schools may not be occupied.

F. EVALUATION

The success of the District-Wide Emergency Response and Building Emergency Response will 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. The forms are located in the Notifications and Forms Section of the 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

G. DISTRICT RESPONSE TO DECLARED PANDEMIC

In September of 2020, Governor Cuomo signed into law a law requiring public employers, including school districts, to adopt a Continuation of Operations Plan in the event the governor declares a public health emergency involving a communicable disease. The legislation amends the New York Education Law to require District Safety Plans include protocols for responding to declared public health emergencies involving communicable diseases consistent with section 27-c of the Labor Law.

The current Continuity of Operations Plan is listed in APPENDIX D:

H. EMERGENCY REMOTE INSTRUCTION PLAN

The current Emergency Remote Instruction Plan is listed in APPENDIX E:

SECTION V: RESPONSE TO A DECLARED PANDEMIC PLAN

In September of 2020, Governor Cuomo signed a law requiring public employers, including school districts, to adopt a Continuation of Operations Plan in the event the governor declares a public health emergency involving a communicable disease. The legislation amends the New York Education Law to require District Safety Plans include protocols for responding to declared public health emergencies involving communicable diseases consistent with section 27-c of the Labor Law. The District has made a Continuity of Operations/Learning Plan and included it in this District Wide Safety Plan in **APPENDIX D**.

During a declared pandemic, the Superintendent of Schools will follow the District's Main District-Wide Safety Plan. The Superintendent and Emergency Operations Group will be activated. Both of these groups have the ability to meet remotely if necessary. The Emergency Operations Group has the ability to be extended to include necessary personnel in order to address the overall scope of the declared pandemic. The current response to COVID-19 involves the following sub-committees:

- Child Nutrition
- Communication/Family and Community Engagement
- Evaluations, Certification, Incidental Teaching and Substitute Teaching
- Facilities
- Health and Safety
- School Schedules, Attendance and Chronic Absenteeism
- Social-Emotional Well-Being
- Special Education
- Teaching and Learning, Including Bilingual Education and World Languages
- Technology and Connectivity
- Transportation

These sub-committees can be adapted to meet the needs of the declared pandemic. The sub-committees will be responsible for:

1. Determining the positions that will be responsible for completing essential staff functions.
2. Determining the protocols the District will follow in order to enable all non-essential employees and contractors to telecommute, including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable.

Human Resources and the Medical Director will be responsible for:

1. Managing staggered work shifts of essential employees and contractors to reduce overcrowding on public transportation and at worksites. This function may be delegated to each Building Principal or Director if necessary. This is a primary function of Human Resources.
2. Identifying protocols that will be implemented to procure personal protective equipment (PPE) for essential employees and contractors, based upon tasks and needs in a quantity sufficient to provide at least two pieces of each type of PPE to each essential employee and contractor during any given work shift over at least six months. A plan for storage of equipment and access to equipment will be included. The services of the Facility Operations & Planning System Coordinator will be used to assist in this process.
3. Identifying protocols in the event an employee or contractor is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols shall not violate federal, state, or local law, regarding sick leave or health information privacy, and must include:
   ● Detailed actions to immediately and thoroughly disinfect the work area, common area, surface and shared equipment; and
   ● The employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.

4. Identifying protocols for documenting precise hours and work locations, including off-site visits, for essential employees and contractors. The protocol shall be designed only to aid in tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available. This function may be delegated by Human Resources to Building Principals and Directors for better employee management.
5. Identifying protocol for working with the County Officials to identify sites for emergency housing for essential employees to further contain the spread of the disease to the extent applicable to the needs of the workplace. Human Resources will designate this function to the Safety Coordinator.

APPENDIX A: EMERGENCY RESOURCES & TELEPHONE NUMBERS

TO REPORT SUSPICIOUS ACTIVITY CALL:	911 or 1-866-SAFE-NYS (1-866-723-3697)
POLICE - FIRE - MEDICAL EMERGENCIES	911 - Sheriff (716) 753-4231; NYSP (716) 665-3113
Life Threatening Electrical or Gas Emergencies	911
Power Outages - National Grid	(716) 673-7200 After hours (800) 867-5222
Natural Gas Outages - National Fuel	(800) 444-3130
Poison Control Hotline	(800) 222-1222 or (516) 542-2323
County Office of Emergency Services ● Chautauqua County ● Cattaraugus County ● Erie County	 (716) 753-4341 (716) 938-2213 (716) 898-3696 (24 hour)
Mental Health ● Chautauqua County ● Cattaraugus County ● Erie County	 (716) 753-4101 (716) 701-3304 (716) 858-8531
Health Services ● Chautauqua County ● Cattaraugus County ● Erie County ● NYS	 (716) 753-4590 (716) 251-2584 (716) 858-8701 (716) 858-7690
American Red Cross ● Chautauqua County ● Western & Central New York	 (716) 664-5115 (716) 886-7500
FBI ● Resident Agency – Jamestown ● Field Office – Buffalo	 (716) 484-7085 (716) 856-7800
Law Enforcement ● NYSP - Jamestown ● NYSP - Fredonia ● NYSP - Batavia ● Chautauqua County Sheriff ● Environmental Conservation Police ● Forest Rangers	**911** (716) 665-3113 (716) 326-3031 (585) 344-6200 (716) 753-4231 (716) 851-7050 or (716) 851-7201 (716) 372-0645 or (833) 697-7264
Homeland Security	(315) 331-4880
24 Hour Crisis Services	(800) 742-0461

US Border Patrol	(814) 474-4540 Erie, (716) 862-7000 Buffalo
Villages ● Sinclairville ● Cassadaga	(716) 962-9455 (716) 595-3007
Towns (Highway and Offices) ● Arkwright ● Charlotte ● Cherry Creek ● Ellery ● Ellicott ● Ellington ● Gerry ● Pomfret ● Stockton	(716) 679-4445 Office, (716) 485-3272 Highway (716) 640-1472 Office, (716) 962-4501 Highway (716) 296-8050 Office, (716) 499-5721 Highway (716) 386-3465 Office, (716) 499-7222 Highway (716) 665-5317 Office, (716) 665-2101 Highway (716) 287-2026 Office, (716) 499-2047 Highway (716) 985-4715 Office, (716) - Highway (716) 672-6888 Office, (716) 672-6446 Highway (716) 595-3192 Office, (716) 595-3192 Highway
Fire Departments ● Cassadaga ● Cherry Creek ● Ellery ● Ellington ● Gerry ● Fluvanna ● Lily Dale ● Sinclairville ● Stockton	**911 for Emergencies** (716) 595-3007 (716) 296-5757 (716) 386-5381 (716) 287-2168 (716) 985-4648 (716) 483-8505 (716) 595-3470 (716) 962-2025 (716) 595-3068
Emergency Medical Services ● Chautauqua Co Emergency Services ● Alstar Ambulance Services	**911 for Emergencies** (716) 753-4341 (716) 664-7353
BOCES Health/Safety/Risk Management Office	(716) 672-4371 ext. 2055
Crisis Hotline	(800) 724-0461
Child Abuse and Maltreatment Reporting (CPS)	(800) 342-3720
Disaster Coordinator ● Local ● State	(716) 661-7341 (518) 292-2200
NYS Education Department	(518) 474-3852
NYS Department of Transportation	(716) 761-6292
NYS Department of Public Works	(518) 457-9000
Chautauqua County Executive	(716) 753-4211

Jamestown Post Journal	(716) 487-1111
Radio Stations (WJTN, WKSN, WWSE, WHUG, WQFX, WKZA)	(716) 484-9586
Attorney - Harris Beach PLLC Hodgson Russ LLP	(716) 200-5050 (716) 856-4000
Insurance Company - Utica National, Evans Insurance, Agent - Debi Williams	Office (716) 926-8697, Fax (716) 926-8690, email - dwilliams@evansagencyins.com

APPENDIX B: EMERGENCY OPERATIONS RESPONSE AND SAFETY TEAMS

District-Wide Safety Team	Name	District-Wide Emergency Response Team	Name
Superintendent	David Davison	Superintendent	David Davison
Business Administrator	Jaime Rodgers	Business Administrator	Jaime Rodgers
Middle/High School Principal	Ronald Tonelli Jr.	Middle/High School Principal	Ronald Tonelli Jr.
Middle/High School Dean of Students	Beth Beaver	Middle/High School Dean of Students	Beth Beaver
Elementary Principal	Kelly Sedlak	Elementary Principal	Kelly Sedlak
Director of Special Education	Rebecca Donnelly	Director of Special Education	Rebecca Donnelly
Director of Curriculum/Instruction	Marcy Sweetman	Director of Curriculum/Instruction	Marcy Sweetman
School Safety Advisor	Floyd Kent	School Safety Advisor	Floyd Kent
Director of Facilities/Building and Grounds	Todd Ames	Director of Facilities/Building and Grounds	Todd Ames
Director of Transportation	Kristin Sercu	Director of Transportation	Kristin Sercu
Director of Health Services	Samantha Smith	Director of Health Services	Samantha Smith, Linda Degolier, Jackie Anderson
Director of Food Services	Heidi Ottaway	Director of Food Services	Heidi Ottaway
Director of Technical Services	Phil Bens	Director of Technical Services	Phil Bens
Parent/Community Member or Representative	Amanda Myles	Parent/Community Member or Representative	Amanda Myles
CV Faculty Association Representative	Kerri Allessi	CV Faculty Association Representative	Kerri Allessi
SRP Support Staff Unit Representative	Deb Howard	SRP Support Staff Unit Representative	Deb Howard
Confidential Staff Rep	Melissa Wilson	Confidential Staff Rep	Melissa Wilson

Post Incident Response Team - Elementary	Name	Post Incident Response Team - Middle/High School	Name
Health Services - Nurse	Samantha Smith, Jackie Anderson	Health Services - Nurse	Samantha Smith, Linda DeGolier
Social Worker	Ryan Smith	Social Worker	Emily Pleszewski
School Psychologist	Amanda Myles	School Psychologist	Katie DeVore
Principal	Kelly Sedlak	Principal	Ron Tonelli
Counselor	Amy Raynor	Dean of Students	Beth Beaver
Counselor	Jake Wilcox	Counselor	Jake Wilcox
Custodian	Larry Schauman	Counselor	Heather Nocero
Building and Grounds	Todd Ames	Custodian	Tracy VanVolkenburg
		Building and Grounds	Todd Ames

Incident Command Staff - Emergency Operations Groupe	Name
Chief Emergency Officer	Floyd Kent
• Alternate	David Davison
• Alternate	Ron Tonelli
Incident Commander	Floyd Kent
• Alternate	David Davison
• Alternate	Ron Tonelli
• Alternate	Kelly Sedlak
Public Information Officer	David Davison
• Alternate	Pamela Wojcinski-Edwards
Liaison Officer	David Davison
• Alternate	Ron Tonelli
• Alternate	Kelly Sedlak
Safety Officer	Floyd Kent
• Alternate	Todd Ames
• Alternate	Ron Tonelli

Superintendent's Cabinet	Name
Interim Superintendent	David Davison
Director of Special Education	Rebecca Donnelly
Director of Curriculum/Instruction	Marcy Sweetman
Middle/High School Principal	Ronald Tonelli Jr.
Elementary Principal	Kelly Sedlak
Middle/High School Dean of Students	Beth Beaver
Director of Facilities/Building and Grounds	Todd Ames
Director of Transportation	Kristin Sercu
Business Administrator	Jaime Rodgers
Director of Food Services	Heidi Ottaway
Director of Technical Services	Phil Bens
Director of Facilities/Building and Grounds	Todd Ames
School Safety Advisor	Floyd Kent

APPENDIX C: PLAN REVIEW AND UPDATES

Revision/Update/ Amendment	Name	Date
Original Adoption	District-Wide School Safety Plan	07/2001
Revised	District-Wide School Safety Plan	07/2002
Revised	District-Wide School Safety Plan	05/2003
Revised	District-Wide School Safety Plan	09/2009
Revised	District-Wide School Safety Plan	01/2011
Revised	District-Wide School Safety Plan	09/2011
Revised	District-Wide School Safety Plan	09/2016
Reviewed	District-Wide School Safety Plan	09/2017
Reviewed	District-Wide School Safety Plan	09/2018
Reviewed	District-Wide School Safety Plan	11/2019
Reviewed/Revised	District-Wide School Safety Plan	12/2020
Reviewed/Revised	District-Wide School Safety Plan	11/2021
Reviewed	District-Wide School Safety Plan	10/2022
Revised	District-Wide School Safety Plan	

Cassadaga Valley Central School District

Continuity of Learning Plan

2021-2022

Table of Contents

Assurances:

Teaching and Learning

1. Cassadaga Valley Central School District will include a continuity of learning plan for the 2023-2024 school year. Such plan must prepare for in-person, remote, and hybrid models of instruction.
2. Cassadaga Valley Central School District will include an educational program 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.
3. 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.
4. 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.
5. 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).
6. 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

1. 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.
2. 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.

3. 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, address 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 address 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 address 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 support for developing coping and resilience skills for students, faculty, and staff.

School Schedules

1. Cassadaga Valley Central School District has a school schedule planned for implementation at the beginning of the 2023-24 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

Attendance and Chronic Absenteeism

1. 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

1. 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

1. 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.

2. 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.

3. 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 where a MiFi is not an option.

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

o   100% Virtual: Will be determined by Erie 2 BOCES
o   Tools to be utilized:
  ▪ Pre-Kindergarten- grade 2: Seesaw or Google Classroom
  ▪ Grade 3-12: 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 programs that are 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 support 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,
    - o The size of groups/cohorts of students can be determined by the number of students who can be in each classroom while maintaining appropriate social distancing.
    - o 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.

- o 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.
- o 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
- o 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.
- o 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);
- o Open windows to improve ventilation. Do not open windows if there is a health or safety risk (e.g. allergies or potential fall);
- o 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.

Members of the Task Force

David Davison	Interim Superintendent
Jamie Rodgers	School Business Official
Marcy Sweetman	Director of Curriculum and Instruction
Rebecca Donnelly	Director of Special Education and Student Services
Kelly Sedlak	Elementary Principal

Kristin Sercu	Director of Transportation
Todd Ames	Director of Facilities/Buildings & Grounds
Phil Bens	Director of Technical Services Coordinator
Heidi Ottaway	Director of Food Service
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 Allessi	Middle School Science Teacher and Teacher's Union President
Steve Helwig	High School Math Teacher
Dr. Kahn	School Physician
Samantha Smith, R.N.	Director of Health Services, School Nurse
Ron Tonelli	M/HS Principal

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 hallways 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 the 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.
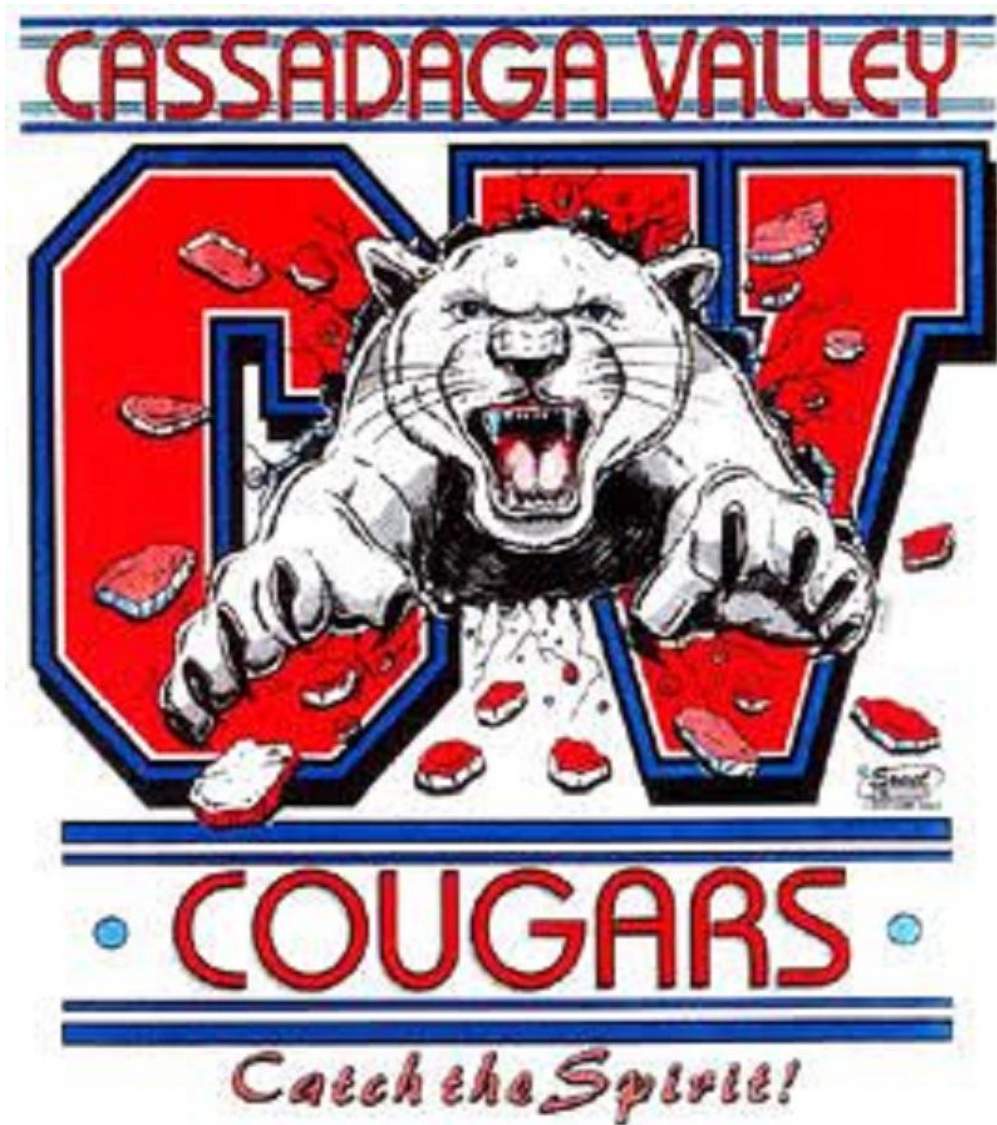
Cassadaga Valley Central School District
Emergency Remote Instruction (ERI) Plan
2023-2024

Drafted June 21, 2023

The district has discretion over whether to provide remote instruction when a school or district would otherwise close due to an emergency.

If the district would otherwise close due to an emergency, including but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak, the school district may remain in session and provide remote instruction, as defined in Chapter II section 100.1(u) of commissioner's regulation.

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

Computing devices for all students in grades Pre-Kindergarten through 12 are housed at both schools. . The district has enough computing devices for all students in grades PK-12. These devices are in the school building at all times. In the event of an emergency, if the building is safe to use, district staff would deploy devices to students using the resources of the transportation department (drivers and buses). Families will be informed about dissemination of devices through the district's mass communication system. During remote instruction, computing devices will be serviced asynchronously by our Technology Department to the extent practicable. If a device needs to be returned to the school, and serviced or replaced, it will be done through a drop off and pick up process at the school.

II. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.

The district's Student Information System (SIS) maintains information with regard to internet access for each household. Additionally, the US Census Bureau maintains information related to internet connectivity, and the district would refer to that data as necessary. In the event of an emergency, families will be asked to contact the school if they lack internet access. The district will work to connect each household, using all available resources. This may include deploying MiFi devices. The district would also work to connect families with public spaces for internet access.

III. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions.

On days of remote instruction, students in grades 5-12 would follow their instructional schedule. Core Teachers (grades 5-12) conduct synchronous lessons accordingly using digital video-based

technology including online technology and videoconferencing technology. Teachers will provide asynchronous work for students as a result of direct instruction.

Students in grades PK-4 will be engaged in synchronous instruction matching the number of hours required for students receiving home instruction (as of July 2023 - 2 hours/day). For students in PK-2 accommodations may be made to ensure developmental appropriateness of synchronous instruction using digital video-based technology including online technology and videoconferencing technology. Teachers will provide asynchronous instruction for students to practice necessary skills resulting from direct instruction. When appropriate, teachers will work with families to provide asynchronous instruction using teacher-developed materials that can be delivered by caregivers.

If teachers can access the school building safely, synchronous instruction will be delivered from teachers' classrooms. If staff must provide instruction from their places of residence, each staff member has a dedicated device, and the district would work with staff to ensure internet connectivity. Professional development related to any required tools will be provided by the district. Teachers will work to provide the instruction using best practices for remote instruction. This includes differentiating learning to support student needs. The district would continue to communicate with teachers to provide needed resources for effective instruction to all students.

IV.   **Instruction for those students for whom remote instruction by digital technology is not available or appropriate.**

The district will work to determine if there are students for whom remote instruction by digital technology is not available or not appropriate. In these cases, and if it is safe to do so, the district may open the school building for in-person instruction for these students. If it isn't safe to provide a space for in-person learning for these students, the district would work with families to provide asynchronous instruction using materials developed by teachers and delivered by caregivers.

V.   **Special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.**

The district will work to ensure all students' Individual Education Plans (IEP's) and 504 plans are followed while receiving remote instruction. Related services will be provided remotely and

synchronously, to the extent practicable, and in accordance with students' plans. In cases where the instruction provided requires additional or different modifications, the CSE committee will make determinations and amend students' plans accordingly.

VI.   **For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to Chapter II section 175.5.**

If the district would otherwise close due to an emergency, including but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak, the school district may remain in session and provide remote instruction, as defined in Chapter II Section 100.1(u) of commissioner's regulation. "*Remote instruction* means instruction provided by an appropriately certified teacher, who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher. Remote instruction shall encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where such instruction is more appropriate for a student's educational needs."

Instruction provided on these session days may be counted towards the annual hour requirement. The superintendent shall certify to the Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled session day and that such school district was in session and provided remote instruction on that day and indicate how many instructional hours were provided on such session day and certify that remote instruction was provided in accordance with the district's emergency remote instruction plan.
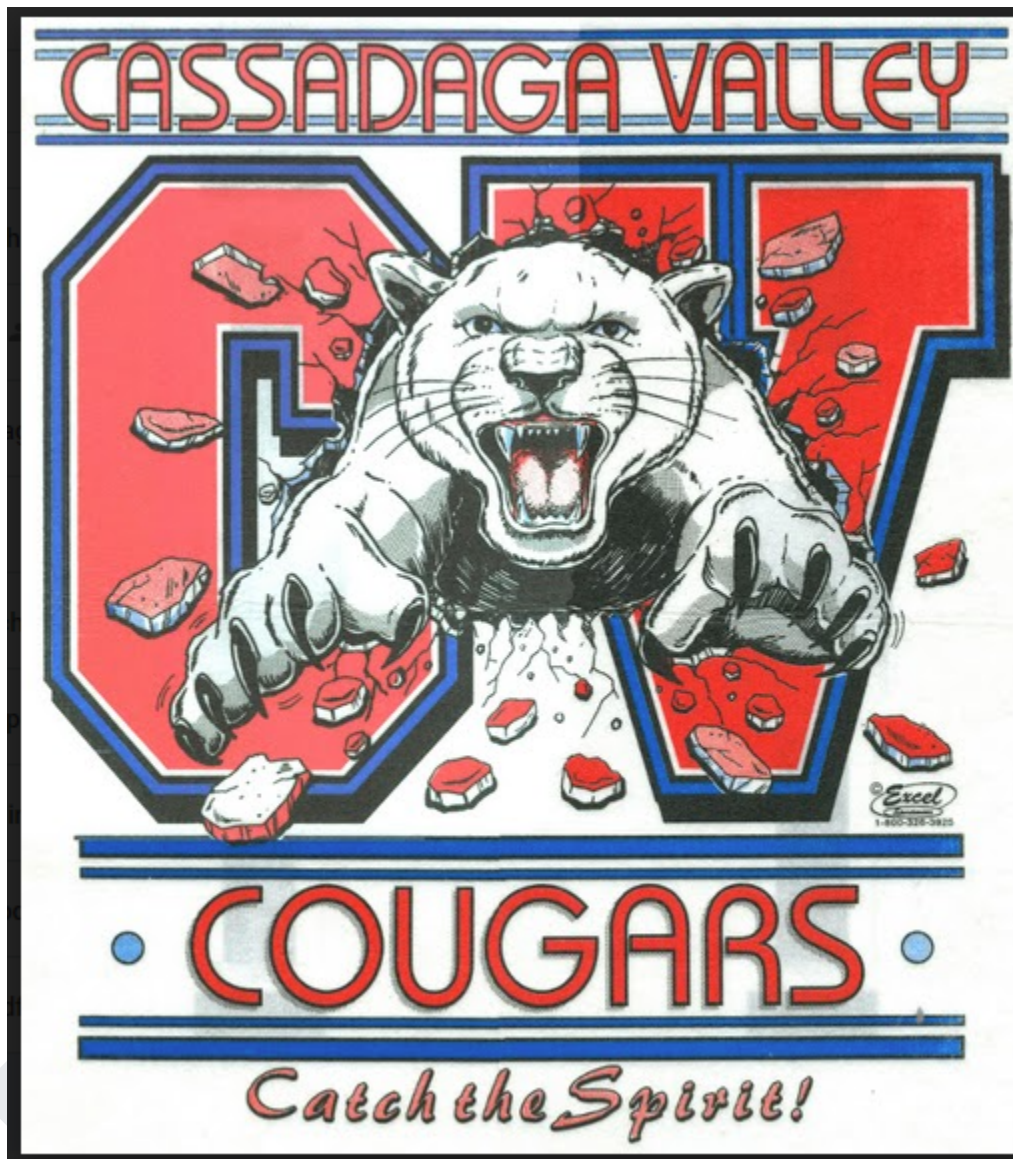
<u>Cybersecurity Incident Response Plan</u>

Prepared by: Marcy Sweetman

Last Modified: July 18, 2023

PURPOSE:

The Cassadaga Valley Central School District, a trusted public education provider to UPK-12 students in Sinclairville, New York 14782. Cassadaga Valley Central School stores information related to students, staff, and internal business operations, as well as manage and maintain technical infrastructure required to house and maintain this information. Additionally, Cassadaga Valley Central School contracts with the Western New York Regional Information Center (WNYRIC), and vendors of digital services and products to manage and maintain this data and infrastructure.

This Cyber Security Incident Response Plan outlines the procedures Cassadaga Valley Central School uses to detect and respond to unauthorized access or disclosure of private information from systems utilized, housed, maintained or serviced by Cassadaga Valley Central School. More specifically, this plan defines the roles and responsibilities of various Cassadaga Valley Central School staff with respect to the identification, isolation and repair of data security breaches, outlines the timing, direction and general content of communications among affected stakeholders, and defines the different documents that will be required during various steps of the incident response.

Cassadaga Valley Central School also implements practices designed to proactively reduce the risk of unauthorized access or disclosure, such as training staff with respect to legal compliance requirements, following appropriate physical security and environmental controls for technical infrastructure, and deploying digital security measures such as firewalls, malware detection and numerous other industry standard systems.

In the event of a cyber security incident, Cassadaga Valley Central School staff have been trained to expeditiously deal with the matter. Cassadaga Valley Central School staff are trained on a yearly basis to recognize anomalies in the systems they regularly utilize, and to report any such anomalies as soon as possible to the Incident Response Manager so the Incident Response Team can be mobilized. Throughout the year, the Incident Response Manager and members of the Incident Response Team are kept up to date on the latest security threats and trained in modern techniques of incident remediation.

The availability and protection of the information resources managed by the systems we maintain is of paramount importance to our school district and will always be a core value of our organization.

DEFINITIONS:

Cyber Security Incident - A Cyber Security Incident is any event that threatens the confidentiality, integrity or availability of the information resources we support or utilize internally, especially sensitive information whose theft or loss may be harmful to individual students, our partners or our organization.

Incident Response Team (IRT) - The IRT is made up of experts across different fields in the organization whose charge is to navigate the organization through a Cyber Security Incident from the initial investigation, to mitigation, to post incident review. Members include an Incident Response Manager, technical hardware and networking experts, front-end software experts, communications experts and legal experts.

Incident Response Manager (IRM) - The IRM oversees all aspects of the Cyber Security Incident, especially the IRT. The key focuses of the IRM will be to ensure proper implementation of the procedures outlined in the Cyber Security Incident Response Plan, to keep appropriate Incident Logs throughout the incident, and to act as the key liaison between IRT experts and the organization's management team. At the conclusion of a Cyber Security Incident, the IRM will conduct a review of the incident and produce both an Incident Summary Report and a Process Improvement Plan.

Cyber Security Incident Log - The Cyber Security Incident Log will capture critical information about a Cyber Security Incident and the organizations response to that incident and should be maintained while the incident is in progress.

Incident Summary Report (ISR) - The ISR is a document prepared by the IRM at the conclusion of a Cyber Security Incident and will provide a detailed summary of the incident, including how and why it may have occurred, estimated data loss, affected parties, and impacted services. Finally, it will examine the procedures of the Cyber Security Incident Response Plan, including how the IRT followed the procedures and whether updates are required. The template for the ISR may be seen in Appendix A.

Process Improvement Plan (PIP) - The PIP is a document prepared by the IRM at the conclusion of a Cyber Security Incident and will provide recommendations for avoiding or minimizing the impact of future Cyber Security Incidents based upon the "lessons learned" from the recently completed incident. This plan should be kept confidential for security purposes. The template for the PIP may be viewed in Appendix B.

INCIDENT

RESPONSE TEAM

INCIDENT RESPONSE MANAGER

David Davison	Interim Superintendent

TECHNICAL CONTACTS

Phil Bens	Technology Coordinator
Adam Grodecki	Technology Specialist
Marcy Sweetman	District Data Protection Officer
Paige Cobb	Curriculum Coordinator

LEGAL COUNSEL

Hodgson Russ	
Webster Szanyi	

COMMUNICATIONS SPECIALIST

David Davison	

ADDITIONAL MEMBERS

In addition to those individuals listed above, additional experts may be included on the IRT, depending upon the nature and scope of the incident. In particular, a software support expert from the team that supports the software in question will likely be necessary. These additional members will be chosen by the IRM.

INCIDENT MANAGEMENT PRINCIPLES

CONFIDENTIALITY

Investigation

During a Cyber Security Incident investigation, the IRM or members of the IRT will be gathering information from multiple computer systems and/or conducting interviews with key personnel based on the scope of the incident in question. All information gathered or discovered during a Cyber Security Incident will be strictly confidential throughout the investigative process. All members of the Cyber Security Incident Response Team are trained in information security and data privacy best practices. At the conclusion of the investigative process, the IRM will brief District Administration on the relevant details of the incident and the investigation (see Briefing of Administration in the Response Phase on page 12). During this phase, no confidential information will be shared unless it is strictly relevant to the investigation and/or the incident itself.

Affected Stakeholders

In the event the incident involves the unauthorized access or disclosure of confidential student or staff information, Cassadaga Valley Central School will communicate information relevant to the incident as well as any additional requested information to which they have a right (e.g. specific student records, staff records, etc.). Cassadaga Valley Central School does reserve the right to withhold certain information at the discretion of the IRM if that information may jeopardize current or future investigations or pose a security risk to Cassadaga Valley Central School or other entities. In the event the incident involves information of a non-Cassadaga Valley Central School stakeholder group, such as a neighboring district or vendor partner, Cassadaga Valley Central School will take appropriate steps to notify those entities as efficiently as possible. In the event the incident is limited to Cassadaga Valley Central School systems not containing sensitive or confidential information, it will be the discretion of Cassadaga Valley Central School administration and the IRM whether or not to share information related to the incident with outside stakeholders.

Report Management

All reports generated during an investigation along with any evidence gathered will be stored and managed by the IRM. Any physical records will be stored in the IRM's office in a locked file. Any digital records will be stored on the internal school district network in a network share only accessible by the IRM and approved District Administrators. That share will be backed up and stored in accordance with Cassadaga Valley Central School's regular backup procedures. In the event past records of incidents need to be reviewed, a written request must be made to the IRM that includes the requestor, the information requested and the reason for the request. The IRM will review the request and has the discretion to approve or deny any request. Incident summary information will always be made available by the IRM.

COMMUNICATION GUIDELINES

• Communication with parents/community members, will be disseminated via the school district superintendent or designee.

• Although every incident is unique, sample communications that can be used as guidelines can be found in Appendices D-F in this document.

• Initial communication to affected stakeholders should occur as expeditiously as possible upon the identification of the incident. In some cases, this may include an initial communication (letter, email, phone call) that simply states that this district is aware of the issue and is addressing it, with the promise of a follow up. Scenarios for the release of Personally Identifiable Information (PII)are as follows:

> ‣ Should the unauthorized release of student data occur; the district shall notify the parents (or eligible students) affected by the release in the most expedient way possible. Part 121 of the Commissioner's Regulations requires this notification to occur within 60 calendar days after the breach is discovered.

> ‣ Should the unauthorized release of protected staff data occur, the district shall notify the staff members affected by the release in the most expedient way possible. Part 121 of the Commissioner's Regulations requires this notification to occur within 60 calendar days after the breach is discovered.

> ‣ Should the unauthorized release of student and/or protected staff data occur, the district shall notify the Chief Privacy Officer (CPO) at the New York State Education Department (NYSED) within 10 calendar days, as required by Part 121 of the Commissioner's Regulations.

> ‣ Should the release of Social Security Number, Driver's License or Non-Driver ID Number, Account Number, or Credit/Debit Card number combined with PII occur, districts should consult Section 208 of the NYS Technology Law for notification obligations (https://its.ny.gov/sites/default/files/documents/BusinessData-Breach-Form.pdf).

• Updated communications will come from the superintendent or the Incident Response Manager. As staff receive requests from districts for information, they should pass those requests along to the Incident Response Manager.

• District staff should be clearly informed by the Management Team what information is public and what is internal/confidential. However, district leadership should be aware that any material or information communicated to staff can and likely will be shared with the public, including the news media.

• Communication with news media will be initiated by school district superintendent and/or designee. Incoming news media calls and requests for information will be directed through

Incident Response Team Communication Specialist. A communication response plan (talking points, interview refusal statement, etc.) will be formulated as needed, with information coming from the superintendent or designee.

• ETBS messages, if used, should have broad language that offer basic information (1 sentence) and reassurance, and refer to separate detailed communication pieces as a follow up.

CYBER SECURITY INCIDENT PHASES

IDENTIFY

Overview -All Cassadaga Valley Central School staff have a responsibility to remain vigilant and protect the data stored within the systems we support. Any event that threatens the confidentiality, integrity or availability of the information resources we support or utilize internally should immediately be reported to a supervisor or the IRM if a supervisor is unavailable. Supervisors should immediately bring the incident to the attention of the IRM. Parents are encouraged to notify the district of possible breaches or improper disclosures of data using a form on the district website (see Appendix G).

Incident Types

Types of cyber incidents that may threaten the organization are:

• Unauthorized attempts to gain access to a computer, system or the data within

• Service disruption, including Denial of Service (DoS) attack

• Unauthorized access to critical infrastructure such as servers, routers, firewalls, etc.

• Virus or worm infection, spyware, or other types of malware

• Non-compliance with security or privacy protocols

• Data theft, corruption or unauthorized distribution

Incident Symptoms

Signs a computer may have been compromised include:

• Abnormal response time or non-responsiveness

• Unexplained lockouts, content or activity

• Locally hosted websites won't open or display inappropriate content or unauthorized changes

• Unexpected programs running

• Lack of disk space or memory

• Increased frequency of system crashes

• Settings changes

• Data appears missing or changed

• Unusual behavior or activity by Cassadaga Valley Central School staff, students, partners or other actors

ASSESS

Overview - Once anomalous activity has been reported, it is incumbent upon the IRM to determine the level of intervention required. Other members of the IRT may be required to provide input during this phase to help determine if an actual security threat exists. If it is determined there is an active security threat or evidence of an earlier intrusion, the IRM will alert the entire IRT immediately so that the situation may be dealt with as expeditiously as possible.

Considerations

• What are the symptoms?

• What may be the cause?

• What systems have been / are being / will be impacted?

• How widespread is it?

• Which stakeholders are affected?

Documentation

Regardless of whether it is determined there is a security threat, the IRM will accurately document the scenario in a Cyber Security Incident Log. All Cyber Security Incident Logs will be stored in a single location so incident information may be reviewed in the future. This report should contain information such as:

• Who reported the incident

• Characteristics of the activity

• Date and time the potential incident was detected

• Nature of the incident (Unauthorized access, DDoS, Malicious Code, No Incident Occurred, etc.)

• Potential scope of impact

• Whether the IRT is required to perform incident remediation?

RESPOND

Briefing of Administration - Upon determining that a significant incident or breach has occurred, the District Administration should be notified immediately. As additional information is uncovered throughout the investigation, Administration should be briefed by the IRM so appropriate decisions, such as allocating additional staff, hiring outside consultants and involving law enforcement can be made. Additionally, based on the incident, it will be incumbent of Administration to determine the appropriate stakeholders to notify of the incident and the appropriate medium to do so. Administration should take into consideration the nature of the information or systems involved, the scope of the parties affected, timeliness, potential law enforcement interests, applicable laws and the communication requirements of all parties involved. Sample communications documents may be found in Appendices C - F.

Initial Response

The first steps in any cyber incident response should be to determine the origin of the incident and isolate the issue. This may involve measures up to and including immediately disconnecting particular workstations, servers or network devices from the network to prevent additional loss. While this is occurring, it is necessary to examine firewalls and system logs, as well as possibly perform vulnerability scans, to ensure the incident has not spread to other areas in order to define the entire scope of the incident. Throughout this process, it will be critical to preserve all possible evidence and document all measures taken in detail. Thorough review and reporting on the incident will be required once the threat has been removed, the vulnerabilities have been removed and the systems have been restored. Remediation and Recovery Once the cause has been determined and appropriately isolated, the IRT will need to remove the vulnerabilities leading to the incident. This may involve some or all of the following:

• Install patches and updates on systems, routers, and firewalls

• Infections cleaned and removed

• Re-image or re-install operating systems of infected machines

• Change appropriate passwords

• Conduct a vulnerability scan of any compromised machines before reconnecting them to the network

• Restore system backups where possible

• Document all recovery procedures performed and submit them to the IRM

• Closely monitor the systems once reconnected to the network

REPORT

Overview - Once the threat has been mitigated and normal operation is restored, the IRM will compile all available information to produce an accurate and in-depth summary of the incident in an Incident Summary Report (ISR). A copy of the ISR is located in Appendix A. Throughout the incident, the IRT will have kept Incident Logs that contain detailed records wherever possible, and these shall serve as the basis of the report. Interviews will also be conducted with appropriate members of the IRT to obtain any additional information that may be available to augment the logs and records kept throughout the process. Additionally, as required by Part 121 of the Commissioner's Regulations the district will maintain a record of all complaints of breaches or unauthorized releases of student data and their disposition in accordance with applicable data retention policies using the log in Appendix H.

Report Contents

The Incident Summary Report (ISR) will include all pertinent information to the incident, but at minimum:

• Dates and times of milestones throughout the process (e.g. incident detection, verification, notifications, remediation steps, completion, etc.)

• List of symptoms or events leading to discovery of the incident

• Scope of impact

• Mitigation and preventative measures

• Restoration logs

• Stakeholder communications (including copies of memos, emails, etc. where possible)

Timeframe

The ISR should be prepared as expeditiously as possible following the incident so future preventative measures may be taken as quickly as possible. Information to prepare the ISR and interviews with the IRT should be conducted immediately to ensure the greatest possible accuracy of information.

Communication Templates

REVIEW

Post-Incident Review Meeting

After the conclusion of the incident, the IRM and possibly select members from the IRT will meet with management to discuss the event in detail, review response procedures and construct a Process Improvement Plan (PIP) to prevent a reoccurrence of that or similar incidents. The compiled Incident Report constructed by the IRM will serve as a guide for this meeting.

In the meeting, a full debrief of the incident will be presented and the findings discussed. The IRM will share the full scope of the breach (as comprehensively as possible), causes of the breach, how it was discovered, potential vulnerabilities that still exist, communication gaps, technical and procedural recommendations, and the overall effectiveness of the response plan.

As a whole, the group will review the information presented and will determine any weakness in the process and determine all the appropriate actions moving forward to modify the plan, address any vulnerabilities and what communication is required to various stakeholders.

Process Improvement Plan

The IRM will draft a Process Improvement Plan (PIP) based on the results of this meeting. The plan should discuss any applicable items necessary to prevent future incidents to the extent practicable, including cost and time frame requirements where possible. The PIP will also include a review strategy to ensure all recommendations made in the PIP are met in a timely fashion and functioning appropriately. Areas of focus may include but are not limited to:

• New hardware or software required

• Patch or upgrade plans

• Training plans (Technical, end users, etc.)

• Policy or procedural change recommendations

• Recommendations for changes to the Incident Response Plan

• Regional communications recommendations

Additionally, the PIP must be kept strictly confidential for security purposes. Any communication required to clients or to the public must be drafted separately and include only information required to prevent future incidents.