



Frewsburg Central
School

The Den of the Bears

DISTRICT SAFETY PLAN

Comprehensive District-Wide Safety Plan

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Most recently the district experienced a global pandemic which also must be addressed expeditiously. As required, the Frewsburg Central School District has developed this **Comprehensive District-Wide Safety Plan** designed to prevent or minimize the effects of serious violent incidents and emergencies, and to facilitate the coordination of the District with local and county resources in the event of such incidents or emergencies. The District-Wide Plan is responsive to the needs of all schools within the Frewsburg District and is consistent with the more detailed Emergency Response Plans required at the school building level and the Public Employer Emergency Plan. Districts are at risk of a wide variety of acts of violence, natural and technological disasters, and global pandemics to address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the District and its schools.

The Frewsburg Central School District supports the SAVE Legislation and has engaged in a planning process that involved and continues to involve the collaboration of all segments of the Frewsburg community as is demonstrated by the make-up of the District-Wide Safety Team. The District Superintendent encourages and advocates ongoing District-Wide cooperation and support of Project SAVE.

The District-Wide Plan is made available to the public. However, confidential information and tactical strategies for responding to critical events are not disclosed because disclosure of such information threatens the safety of students, staff, and the public. The Building Level Emergency Response Plans include the details that are required by Education Law §2801-a to be kept confidential and that is prohibited from disclosure. The District-Wide Plan is a comprehensive reflection of the building Emergency Response Plans. Every Building Level Emergency Response Plan is customized to the individualized needs of the program, but all plans are in keeping with the intent of Project SAVE.

SECTION I: GENERAL CONSIDERATIONS

A. PURPOSE

The **Frewsburg Comprehensive District-Wide Safety Plan** (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17) has been established to provide for the safety, health, and security of both students and staff.

The Frewsburg Central School District refuses to tolerate violence or threats of violence on school grounds and by the implementation of this Plan will make every effort to prevent violent incidents from occurring. The appropriate authority and budgetary resources are provided in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage the participation of all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that victims or reporters of incidents of violence will not be discriminated against.

B. IDENTIFICATION OF SAFETY TEAMS

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

The Frewsburg Board of Education appointed a **District-Wide Safety Team** at a regular meeting on July 13, 2022. The team is charged with the development and maintenance of the **Comprehensive District-Wide Safety Plan**. The Frewsburg District-Wide Safety Team consists of representatives of the Board, students, teachers, administrators, parent organizations, school safety personnel, and, other school personnel. The individuals may change on an annual basis due to changes in staff, students, and parents at Frewsburg Central School District. The current members of the team and their affiliations are as follows:

District-Wide Safety Team Representative of:	Name
Board Member	Larry Lodestro
Administration-HS	Joshua Gilevski
Dean of Students- HS	Sarah Olson
Administration-ES	Tami McKotch
School Counselor (Teacher Organization)	Randy Sitler
Nurse (Teacher Organization)	Cherie Anderson
Nurse (Teacher Organization)	Louretta Blood
Parent Representative	Renae Barie
Parent Representative	Erin Lobb
Transportation Supervisor	John Spacht
Buildings/Grounds Supervisor	Dan Johnson
Working Supervisor	Jolynn Rasmussen
Food Service Supervisor	Janet Bennett
Technology Director	Heidi Reale
Fire Chief	Justin Martin
Local Law Enforcement	William Nelson
State Trooper	Eric Haglund
Assistant Fire Chief	Charles Piazza
Superintendent	Shelly O'Boyle
Director of Curriculum and Student Support Services	Tiffany Frederes

Responsibilities of the District-Wide Safety Team

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

- 1) Recommending training programs for students and staff in violence prevention.
- 2) Dissemination of information regarding early detection of potentially violent behavior.
- 3) Developing District-Wide Response Plans to acts of violence.
- 4) Communicating the Plan to students and staff.
- 5) Reviewing previous incidents, as compiled by the Building-Level Safety Teams, of violence and examining existing records to identify patterns and trends that may indicate causes of violence (OSHA Logs – SH900; Incident and Injury Reports; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.). Making recommendations necessary for change.
- 6) Reviewing Building-Level Emergency Response Team security analyses to evaluate the potential for violence. Recommending improved security measures.

District-Wide Emergency Response Team (Response Team)

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

- District Superintendent (CHIEF EMERGENCY OFFICER)
- Director of Curriculum and Instructional Services
- Public Information Officer
- Transportation Supervisor
- Food Service Supervisor
- Others as deemed necessary

Building-Level Emergency Response Teams

In addition to the District-Wide Safety Teams, each school has developed two emergency teams.

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

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

C. CONCEPT of Operations

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

- ❖ The Frewsburg Central School District recognizes that it may be subject to a number of potentially disruptive events and this was a driving force in developing the Comprehensive District-Wide Safety Plan. The key to being prepared for emergencies is effective emergency management through a rapid, well-planned response and this is the goal of both Frewsburg District-Wide and Building-Level Emergency Response Plans. The Plans were designed with the philosophy that every Frewsburg employee is a vital resource and has an important role in accomplishing our goals in an emergency. The Plans contain specific instructions for faculty and staff to follow in the event of emergencies and follow the National Incident Management System (NIMS) chain of command Incident Command structure.
- ❖ In the event of an emergency or violent incident, the initial response at an individual school building will be the responsibility of the Building Incident Commander and the Building-Level Emergency Response Team.
- ❖ Upon activation of the Building-Level Emergency Response Team, the Building Incident Commander will ensure that the appropriate local emergency response officials and Program Director are notified by whatever means necessary. The Program Director will notify the Office of the District Superintendent and other key personnel, as appropriate.
- ❖ The nature of any given emergency dictates the degree of interaction with both State and Local Emergency Response Agencies. If necessary, the Frewsburg District will call upon local, county, and state resources listed on the Emergency Service Agencies list in Appendix A to supplement efforts. The Superintendent has assisted in the development of protocols for accessing these services.

D. PLAN REVIEW AND PUBLIC COMMENT

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

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 within 30 days of adoption, as per the original cover letter.

This Plan is reviewed periodically during the year and is being maintained by the District-Wide Safety Team. The required reviews are completed annually on or before September 1 of each year. A copy of the District-Wide Plan is available upon request and is available at District Administration Office and the District Web Page.

Although the Building-Level Emergency Response Plans are linked to the Comprehensive District-Wide Safety Plan, in accordance with Education Law §2801-a, the **Building-Level Plans are confidential and are not subject to disclosure**. This further ensures safety at the building level and reduces the potential for planned sabotage. Building-Level Emergency Response Plans will also be filed with both **Local and State Police within 30 days of adoption** and have been updated periodically, as needed.

E. ELEMENTS OF THE COMPREHENSIVE DISTRICT-WIDE SAFETY PLAN

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

- ❖ Identification of sites of potential emergencies.
- ❖ Plans for responses to emergencies including school cancellation, early dismissal, evacuations, and sheltering.
- ❖ Responses to an implied or direct **threat of violence** by students, teachers, other school personnel as well as visitors to the school, including threats by students against themselves.
- ❖ Responses to **acts of violence** by students, teachers, other school personnel as well as visitors to the school, including acts by students against themselves.
- ❖ Prevention and intervention strategies including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; non-violent conflict resolution training; peer mediation programs; extended day and other school safety programs.
- ❖ Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies.
- ❖ Plans for identification of District resources and coordination of such resources and workforce available during an emergency.
- ❖ Designation of the chain-of-command (Incident Command)
- ❖ Plans to contact parents and guardians or persons in parental relation to the students of the district in the event of a violent incident and in the event of an implied or direct threat of violence by such student against themselves.
- ❖ School building security.
- ❖ Dissemination of information regarding early detection of potentially violent behavior.

- ❖ Plans to conduct drills and exercise the Emergency Response Plan including reviews of tests.
- ❖ Annual school safety training for students and staff; provided that the district must certify to the commissioner that all staff has undergone annual training on the emergency response plan and that the school safety training includes components on violence prevention and mental health, such training may be implemented and conducted in conjunction with existing professional development and training; provided however that new employees hired after the start of the school year shall receive training within thirty days of such hire or as part of a district's existing new hire training program, whichever is sooner.
- ❖ Protocols for bomb threats, hostage-taking, intrusions, and kidnapping.
- ❖ Strategies for improving communication and reporting of potentially violent incidents.
- ❖ A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

A. PREVENTION/INTERVENTION STRATEGIES

Program Initiatives

These are the programs, strategies, and activities that the Frewsburg District is using or may use for violence prevention and intervention and improving communication among students and staff, and for the reporting of potentially violent incidents. Due to the variety and nature of the Frewsburg District's educational programs, not all programs, strategies, and activities are used in every program. The training programs for staff listed below are detailed in the Frewsburg Central School District Professional Development Plan.

School Violence Prevention and Intervention Training

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

Non-Violent Conflict Resolution Training Programs

Each building has a crisis prevention team that is trained in Safe Care Training and is designed to teach staff techniques of de-escalation in hopes of ending disputes or violent behavior in a manner free of physical violence. Students are helped to reach a peaceful solution to student conflicts. It is not always a formal program, but part of everyday activities.

Anger Management, Violence Prevention, and Social Skills Programs

As stated above, many Administrators, teachers, and support staff have had formal training in programs such as the Safety Care Program. School counselors also train individual students in anger management techniques.

Confidential Reporting

Both schools work towards creating a culture of trust for anonymous/confidential reporting of school violence or the potential for violence. For faculty and staff, this is linked to staff development. For MS/HS students, this is during class meetings. The MS/HS principal encourages students to confidentially report concerns about others either verbally in person or by email or anonymously via the 24/7 Sandy Hook SEE SOMETHING SAY SOMETHING site which is prominently displayed throughout our campus using QR codes, texts, or link on the district website. Students are also encouraged to make self-referrals at any time. School counselors and the school nurse are available at any time during the day to assist students with concerns. The Frewsburg Central School District operates under the rule of "See something, say something."

Special Education Strategies

Pupil personnel services; Behavior Intervention Plans (BIPs); Positive Behavioral Intervention Supports (PBIS) program; Counseling; are used. Student assemblies are provided related to the prevention of school violence which promotes 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. Safety Care training is provided to Special Education staff as nonviolent crisis intervention training including methods for diffusing disruptive and assaultive students.

Instructional Programs Strategies

Teachers are provided with continuity of presentations on the topic of Character Education 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 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.

Training, Drills, and Exercises

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

- ✓ Early Go-home drill (Frewsburg will not conduct Go-home drills before the end of the school day due to transportation issues and concern for Special Education students)
- ✓ Live drill including sheltering, evacuation, lockout, lock-down
- ✓ Live drill for specific responses (i.e. hostage-taking, bomb-threat, etc.)
- ✓ Tabletop exercises - During these problem-solving exercises a team meets to discuss emergency scenarios and work through possible problems that might occur. They determine how to resolve these issues, thereby addressing and eliminating potential problems before an emergency occurs.
- ✓ Emergency Response Team exercises - These drills test whether team members are clear on their role during an emergency without staging a live drill of the entire building.
- ✓ Live drills for Alert. Lockdown. Inform. Counter. Evacuate (A.L.I.C.E)

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

Annual training is also given at each school building on its Building-Level Emergency Response Plan, including, how to summon assistance in the event of an emergency; special procedures for bomb threats, hostage-taking, intrusions, and kidnapping; post-incident procedures including medical follow-up and the availability of counseling and referral. Staff receives written information in the form of the Emergency Procedure Guide Flip Chart and a single laminated guide, which are part of the Building-Level School Safety Plan. Trainers are knowledgeable and familiar with the Frewsburg Comprehensive Safety Plan.

The district must certify to the commissioner that all staff have undergone annual training on the emergency response plan and that the school safety training includes components on violence prevention and mental health, such training may be implemented and conducted in conjunction with existing professional development and training; provided however that new employees hired after the start of the school year shall receive training within thirty days of such hire or as part of a district's existing new hire training program, whichever is sooner.

All potential Frewsburg Central School employees undergo a rigorous screening and hiring process (Board Policy 6170) including required fingerprinting.

All employees that walk the hallways of either building are required to identify and promptly report safety hazards to designated building personnel. All employees are to direct all visitors to sign-in and sign-out of the main office and to obtain and wear a visitor's badge. They are also to report possible intruders to the main office.

They are also responsible to supervise students in halls, during lunch periods, and during student breaks and provide assistance to students, as needed. They are to help maintain order and discipline and assist in managing the behavior of students, including crisis

intervention. A designated group of individuals in both buildings has received Safety Care training, so that they may assist in crisis intervention, de-escalate potentially violent situations, and participate in restraining disruptive or dangerous physical behavior, as needed.

These employees receive annual training on the Emergency Response Plan.

Implementation of School Security

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

Security measures currently may include:

- ✓ ID cards tied into card access systems in both school buildings.
- ✓ Signs directing visitors to the main office or reception desk in all buildings.
- ✓ Sign-in/sign-out stations with procedures, including the distribution of and requirement for visitors to wear visitors' badges, at the reception desk (staffed by entrance monitors and/or security guards/aides) or main office (office staff) in all buildings and programs.
- ✓ Video surveillance and intercoms at entrances with locked doors and a buzz-in system.
- ✓ Locked perimeter doors other than main entrances at all buildings.
- ✓ Indoor and outdoor video surveillance cameras in key locations at all buildings.
- ✓ All employees are authorized to question persons without visitors' badges and send and/or accompany them to the main office.
- ✓ Trained Crisis Teams in place are activated as needed.
- ✓ Contractors wear picture IDs as per RESCUE regulations.
- ✓ Periodic security audits.
- ✓ Security Tips sheet provided to staff.
- ✓ Random searches, as deemed necessary.
- ✓ All employees are empowered to call 911 in case of emergency.
- ✓ A one-touch button has been added to all telephones, labeled "Crisis Line" allowing instant access to the main office and nurse's office.

- ✓ The Town of Carroll Police Chief has been given two fobs that allow access to our buildings, including the bus garage and storage building 24/7.
- ✓ Integration between responding agencies (Town of Carroll Police, Chautauqua County Sheriff's Office, and NY State Troopers) and our security camera system.
- ✓ Other methods as deemed necessary based on a constant review of current practices.
- ✓ Addition of the See Something Say Something Sandy Hook 24/7 anonymous reporting system

Frewsburg Vital Educational District Information

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

B. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIOR

- ✓ Frewsburg programs are designed to identify potentially violent behaviors and work directly with students and families.
- ✓ The Frewsburg District disseminates informative materials (when deemed appropriate) and provides training regarding the early warning signs and detection of potentially violent behaviors, including, but not limited to: the identification of family, community, and environmental factors to teachers, administrators, parents, and other persons in parental relation to students of the District or board, students and other persons deemed appropriate to receive such information.
- ✓ Training is conducted by in-house staff, local agencies, consultants, or others as deemed appropriate.
- ✓ Staff receives training, such as Safety Care, to prepare staff for violent incidents and lessen their impact, and in early intervention/prevention strategies.
- ✓ Employees receive annual multi-hazard training on the Emergency Response Plan. This training may address topics including the early detection of potentially violent behavior.
- ✓ Employees receive written information from training programs and in the Emergency Procedures Guide Flip Chart and the Frewsburg single-page laminate guide.

C. HAZARD IDENTIFICATION (SITES OF POTENTIAL EMERGENCY)

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

SECTION III: RESPONSE

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

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

Relationships will be established with local law enforcement officials and emergency response agencies at the building level. Representatives from these agencies (Local, County, and State Police, Fire and Emergency Medical Responders) will be asked to participate on Building-Level Emergency Response Teams.

A. REPORTING

Once an incident has been reported, the School Building Administrator or Designee will assess the severity.

Actual Incidents

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

Verbal Threats of Harm to Others or the School

- ✓ Report it to the local Police Department and/or the NYS Troopers and/or the Chautauqua County Sheriff's Department
- ✓ Conduct a threat assessment using appropriate checklists

- ✓ Suspend the student
- ✓ Refer student for a safety evaluation with a certified professional
- ✓ Schedule a Superintendent's Hearing

All of this information will be explicitly presented to students at a developmentally appropriate manner so that students understand that verbal threats of harms to others or school will be viewed as credible and will be treated as such.

B. NOTIFICATION AND ACTIVATION (INTERNAL AND EXTERNAL COMMUNICATION)

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

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

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

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

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

The BOCES District Superintendent will be notified and is responsible for notifying all Component Districts of countywide emergencies and acts as the chief communication liaison for all E2CC educational locations. The same methods of communication listed below will be used to inform District programs and educational locations based on the most effective and appropriate communication methods available during the incident.

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

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

Plans to Contact Parents and Guardians

Every effort will be made to directly contact parent/guardians or designated emergency contacts by telephone in the event of a violent or other emergency incident or an early dismissal. When appropriate, the rapid calling system will be used. In some instances, when deemed appropriate, individual telephone calls will be made to the parents/guardians or emergency contacts of students by the staff under the direction of the Principal/Administrator or designee. District Office may take over this task in an evacuation. In some cases, it may additionally be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media by the District's Public Information Officer. At no time will special education students or students under grade 4 be returned to unoccupied, unsupervised homes (unless parents have previously granted permission to do so). The Frewsburg Central School District is prepared to shelter any student who does not have a parent or guardian at home at the time of the incident.

C. SITUATIONAL RESPONSES

RESPONSES TO THREATS OF VIOLENCE (IMPLIED OR DIRECT THREATS)

Response actions in individual buildings will include:

- Inform building Principal of implied or direct threat
- Level of threat determined by the Building Principal
- Use of staff trained in de-escalation techniques (Safety Care)(
- Contact law enforcement, if necessary Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team, if necessary

RESPONSES TO ACTS OF VIOLENCE (ACTUAL)

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

- Determine the level of threat
- Student's Behavior Intervention Plan followed, if appropriate, including temporary placement of the student in de-escalation area

Use of staff trained in de-escalation techniques (Safe Care)
If necessary, isolate the immediate area and evacuate if necessary
Inform building Principal who will inform the Superintendent
If necessary, the Principal will initiate the Shelter-In-Place procedure and will contact the appropriate law enforcement agency
Monitor situation, adjust response as appropriate, if necessary, the Principal will initiate early dismissal, sheltering or evacuation procedures

Although the Frewsburg District refuses to tolerate violence and threats of violence on school grounds, a **zero-tolerance** of school violence policy has been considered by the District-Wide Safety Team and the Board and it has been deemed **inappropriate** for some special education students. Many students have been placed in self-contained classrooms specifically because they exhibit violent behaviors and characteristics. Appropriate Behavioral Intervention Plans are in place for these students and these plans are implemented as necessary.

RESPONSE PROTOCOLS

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

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

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

MULTI-HAZARD RESPONSE

The Frewsburg District recognizes that many different types of emergency situations may arise resulting in the need for emergency-specific responses. However, there are a limited number of responses that can be taken.

These are the following:

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

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

For a local emergency, the response will be determined by the Superintendent based on the incident, the information available and, if appropriate with input from the administrators. Each

Building-Level School Emergency Response Team will be responsible for reviewing and updating these responses and communicating them to staff and students. A response may also be recommended by appropriate authorities such as the State Education Department, the State Office of Emergency Management, or the BOCES District Superintendent under the advisories from the New York State Homeland Security System.

SUMMARIES OF PROCEDURES FOR CERTAIN EMERGENCY SITUATIONS.

BOMB THREATS

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

The FBI Bomb Threat Call Checklist is available at all telephone locations and is distributed in each school building as part of the training on emergency procedures along with the Emergency Procedures Quick Reference Pamphlet.

When a building-specific bomb threat is received in a school building there are three response actions that the Principal may choose. The decision to evacuate is dependent on information received in the threat and how credible that information is. The Principal should conduct a debriefing/interview of the person who has received the threat to aid in the decision process on what action to take. Based on all available information, the Principal will determine which of the following three options is the best course of action.

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

Re-occupancy of a School Building

The principal in consultation with the superintendent, if possible, has the ultimate responsibility for making the decision to re-enter a school building after a bomb threat incident and evacuation. This decision will be made in consultation with the police, principal, and other

positions with pertinent information. Police do not have the authority to declare the building safe for re-occupancy. No one will be able to conclusively state that there is no bomb, only that the search did not reveal a bomb.

Based on the information received from the building search there are four options:

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

Criminal Behavior and False Reporting Prevention

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

HOSTAGE-TAKING

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

INTRUDER/HOSTILE VISITOR

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

6. If the situation escalates, the Emergency Response for a Lockdown (proprietary, listed in each Building Emergency Response Plan) will be utilized to notify all teachers and staff who will execute the signaled response.
7. The Superintendent's office will be notified so that district administration can ensure that appropriate resources are made available to the school.
8. The building Principal is prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

KIDNAPPING/STUDENT ABDUCTION

During school hours, when a student has already been documented as present,

1. The first person aware of a kidnapping or missing student will immediately notify the Principal's office who will obtain student information and photo I.D (if available) and descriptive information on the suspect. School building staff and security personnel will search the building and also utilize the public announcement system.
2. Parent/guardian will be notified. If student is not found, police will be notified.
3. The school Principal will turn over the investigation to the police upon arrival, will give full cooperation, and will assist as requested.
4. Parents will be notified immediately if the student is located.

During school hours, when a student has not arrived at school, a parent or guardian will immediately be contacted. Parents should be asked to contact the school if the student is located.

1. If a student is not legally absent he/she could be lost, a runaway, or truant (determine if any friends are also missing).
2. The student's means of transportation to school should be reviewed. If student is not located, the police should be notified. Student information and photo I.D. (if available) will be obtained.
3. The Principal will be notified and will notify Superintendent.
4. The Principal will turn over the investigation to the police upon arrival, will give full cooperation and assist as requested. No information is to be released to the media at this time.
5. Parents will be notified immediately if the student is located.

After school hours, when a student has not arrived at home, the school may be notified by a concerned parent/guardian.

1. Gather any information available on the student and his/her departure from school.
2. Advise parent/guardian to contact friends.
3. Advise parent/guardian to contact police if the student is not located. School Principal or designee should be available for police investigation.
4. Ask parent/guardian to re-contact school if student is located.

ELOPEMENT

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

Individual Student Prevention and Intervention Procedures

1. For students with disabilities, Committees on Special Education, with input from teachers and parents, must identify student behaviors that impede student learning and/or lead to self-harm behaviors **like elopement/wandering**.
2. If a student demonstrates elopement/wander behavior/s or even a tendency to wander or bolt, a Functional Behavioral Assessment (FBA) should be conducted.
3. Along with the FBA, a Behavioral Intervention Plan (BIP) must be completed to ensure that the eloping/wandering behavior/s are addressed through the plan and work in concert with the school-wide safety/security procedures. Behavior Intervention Plans assist teachers and aides in addressing, reducing, and ultimately extinguishing these behaviors if possible. Parent involvement in the development of the BIP is required, however, with students who are challenged with elopement/bolting behaviors parent involvement is crucial. Severe school-age student eloping/bolting behavior may necessitate the need for a 1:1/1:3 teacher aide.

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

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

1. School administrators will provide training in the prevention and intervention of student elopement with all the staff at Monthly Faculty Meetings, team meetings, meetings with teacher aides and all support staff including the security of the following outlined procedures. **(At no time is the student to be left alone or unsupervised. If the student bolts or elopes, school staff must follow this student and keep him/her safe.)**
2. Staff must immediately inform building administrator/s when a student elopes/bolts.
3. Our SRO will be called by administrative staff, if necessary, once the student leaves the building.
4. Administrative staff must call the SRO even if the student's whereabouts are known.
5. Communication protocols with local police must be kept prearranged, and lines of communication with the police must be kept open.
6. Use of school-wide communication and alert systems must be utilized to inform the school community that a student has bolted/eloped from his class, even if the student is being followed by a staff member and/or known to be in the building.]
- 7.
7. School administrators will arrange for pre-assignment building and ground searches so that staff can search various parts of the building and grounds quickly and systematically.
8. School administrators will have available to law enforcement officials (if SRO has brought in external law enforcement) the floor plans, blueprints, schematics, or other maps of the school interior, school grounds, and road maps of the immediate surrounding area.
9. Notify parent/guardian immediately, even if we know the location of the student.
10. Ensure students with known elopement behaviors carry basic identification information at all times.

SEVERE WEATHER/EARTHQUAKE RESPONSE

Possible response to the following situations and other events:

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

1. The Building Principal/Incident Commander Monitors situation
2. The Building Principal/Incident Commander informs Superintendent
3. NOAA Weather Radio is placed in an area that is staffed at all times (preferably the main office). It is always left turned on in alert mode.
4. All outdoor activities are curtailed if thunder is heard, lightning is seen, the sky is threatening or a local warning signal has been received over the NOAA Weather Radio.

The Frewsburg Central School District does not wait for severe weather to begin.

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

RADIOLOGICAL EMERGENCY

May include the following situations and other events:

Nuclear Accident - Nuclear Attack - Dirty Bomb

1. When notified by the appropriate authority the Principal/Building Incident Commander will initiate measures to shelter students and staff in place for up to a 24-hour period.
2. **Sheltering** will help to minimize radiation exposure to the body by using **distance** from the source of the radiation; **shielding** from the radiation by heavy, thick, dense materials that will absorb radiation, such as remaining indoors in interior spaces within the thick walls of the school; and by using **time** for the radiation to lose its strength (radiation dissipates and decays rapidly).
3. A **Lockout** will be initiated closing all windows and doors.
4. Custodial staff will turn off air conditioners, ventilation fans, furnaces, and other air intakes that bring in air from the outside. If possible, vents will be sealed.

5. Students and staff will move to interior hallways on the first floor of buildings, away from doors and windows. In buildings with basements, sheltering in the basement will be considered, depending on circumstances.
6. Protective action instructions and recommendations of federal, state and local emergency management offices will be followed.

CHEMICAL EMERGENCY AND BIOLOGICAL EMERGENCY

Could include the following situations and other events:

Chemical Spill - Terrorist Attack (also see Anthrax below)

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

SUSPICIOUS PARCELS AND LETTERS: INCLUDING POSSIBLE ANTHRAX EMERGENCY

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

Unexpected mail; Mail addressed to someone no longer at the address; Mail without a return address; Mail with a postmark that doesn't match the return address; Mail of unusual shape;

Mail with odd smells or stains; Mail marked with "confidential" or "personal" stamps; Mail marked "Your lucky day is here" or "Prize enclosed"; Mail with excess postage; Mail with misspellings; Packages that are tied up with twine or string.

3. If a letter is received that is suspicious or is claimed to be infected with anthrax, it should not be opened or shaken. If opened, the person who opens it remains calm and proceeds with containment. The door is locked to the room with the letter and no one is allowed in.
4. The letter is isolated (placed in a plastic bag). Anyone who has handled the item should keep their hands away from their face, so as not to touch their eyes, nose, or mouth and should wash thoroughly.
5. The person receiving the letter should not call in or send anyone to get another staff member to help. The person must telephone the Principal/Building Incident Commander and report that there is Suspicious Mail or an Anthrax Emergency. The Building Incident Commander will call 911. The Head Custodian will shut down ventilation systems in the affected area.
6. When emergency responders arrive, their directions must be followed exactly.
7. If appropriate, the police will call the FBI.

MEDICAL EMERGENCIES

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

- | | |
|----------------------------|---|
| ● Allergic Reaction | ● Epileptic Convulsions |
| ● Animal Bite | ● Food Poisoning |
| ● Bleeding | ● Heart Attack/Sudden Cardiac Arrest |
| ● Blow to the Head | ● Respiratory Arrest |
| ● Broken Bones | ● Loss of Life, Limb, or Eyesight |
| ● Burns | ● Shock |
| ● Choking | ● Toxic Exposure |
| ● Diabetic Shock | |
| ● Electric Shock | |

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

6. The nurse or Principal/Building Incident Commander determines whether to activate the AED Team and/or summon and/or inform emergency services and public health officials such as ambulance, police, fire department, County Health Department. The nurse or Principal/Building Incident Commander notifies parents/guardians.

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

INFECTIOUS DISEASE/PANDEMIC FLU

Before an outbreak occurs, enforce effective policies, such as the following:

- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students);
- Provide education regarding cough and sneeze etiquette;
- Review and update routine cleaning and sanitation policies;
- Review policies and practices related to handling animals in school or on field trips; and
- Ensure students are appropriately vaccinated.

During an outbreak, schools and districts should include response measures such as the following:

- Promote early treatment for those who may be at higher risk;
- Advise the sick to stay home from school and school events;
- Conduct active screening for illness at school;
- Separate sick students and staff at school;
- Increase social distances within the school environment;
- Adapt attendance policies; and
- Consider school dismissals.
- Work together with LDOH/DOH when a case or cases are known so that close contacts and sources can be identified.

The District will help Local DOH/State DOH by:

- Identifying the source of the outbreak, scale, and case definition to determine the required response and the level of infectiousness;
- Identifying an unusual cluster of the disease (i.e., an unusually high number of absences); and
- Developing a case definition:
 - o Who is sick?
 - o When did they get sick?
 - o What are the symptoms?
 - o Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can reopen; and
- Determine a process for re-opening schools or reconvening students by
- Following policy regarding re-opening of school and be sure to follow medical/health department advice;
- Communicating with parents, students, staff, and media; and
- Assessing achievement during dismissals and absences.

Considerations to Review:

- Use pre-determined spokesperson(s);
- Ask for input from knowledgeable practitioners;
- Be consistent with communication efforts;
- Coordinate communication;
- Consider the target audience; and
- Consider multiple communication methods.

Before

- ☐ Create templates
- ☐ Identify spokespersons
- ☐ Promote good hygiene practices

During

- ☐ Continuously inform stakeholders on updates

After

- ☐ Outcome of the emergency, changes for the future

Overall considerations

- Stay abreast of the latest guidance and information from the CDC and state and county health departments.
- Communications should focus on school procedures and decisions. Refrain from providing information and/or commentary on the health-related aspects other than to direct people to information from these health experts.
- Communications can and should emphasize the recommended prevention methods that have been publicized by the CDC and others, all of which are similar to those recommended for the flu.
- All messages should focus on the fact that school personnel is working with health officials to prepare as best as they can for dealing with any confirmed cases of the disease. Remind your communities that you have plans in place for emergency situations that you have used during flu outbreaks and that you are reviewing and adapting these plans as necessary to address this novel virus.
- Until and unless you have a confirmed case of infectious disease/pandemic flu in your school community, every communication should start by stating that you have no known confirmed cases at this time.
- Keep staff – teachers, principals, clerical staff – informed as the situation and/or guidance changes, since they are likely to be on the front lines in communicating with parents and students. Make sure they know what to do and whom to inform if they hear about a suspected or confirmed case.
- Encourage your administrators and all staff to avoid sharing information that comes from sources other than the CDC, state and county health department and/or other health professionals.
- Refrain from posting statements or other information about infectious disease/pandemic flu on the district's Facebook page or other social media channels. Remember that these channels are specifically intended to foster conversation, which will not be helpful in this kind of rapidly changing

situation. Use direct methods (e.g., mass notification system, letter sent home, parent portal, or district website) to communicate about this event.

- Be ready to explain (to students, staff, the media, parents, and the wider community) your reasoning behind how you ultimately decide to handle any confirmed cases in your school community, emphasizing that you are following the guidance of federal/state/local health officials (as applicable).
- Keep the Board of Education apprised of how you plan to handle the events so that they are well-informed if any community members or reporters contact them. Provide talking points to board members to help them navigate those conversations.
- Be sure to consult health experts regarding your district's specific circumstances, in the event of a confirmed case, before making decisions.

OFF CAMPUS /SCHOOL BUS ACCIDENT EMERGENCY

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

Definition of potential risks:

- Phishing –fraudulent practice by an attacker in an attempt to gain information by tricking their targeted audience
- Ransom attack/request
- Lost/Stolen device connected to District resources
- Unauthorized release of data -Student PII or Staff APPR data

NEVER call this incident a Breach!

It should be referred to as: **Unauthorized release of data**

Action by Employee:

- Turn off device
- Immediately notify the technology department & hold for further direction as to whether or not your account should be utilized on another device
- Do NOT attempt to negotiate with a cybersecurity attacker

ARRANGEMENTS FOR OBTAINING EMERGENCY ASSISTANCE FROM LOCAL GOVERNMENT

Depending on the nature of emergency, the Frewsburg District may need to obtain assistance from local governmental agencies. During an emergency, the Frewsburg District will contact our SRO or the local fire department to obtain immediate emergency services. Depending on the emergency, this call will come from the building level or from district administration. The Frewsburg District has arranged to notify and obtain emergency assistance from the Counties' Offices of Emergency Services, if deemed appropriate. These telephone numbers are compiled for all buildings (Appendix A).

PROCEDURES FOR OBTAINING ADVICE AND ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS

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

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

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

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

The Frewsburg District-Wide Emergency Response Team is responsible for the coordination of resources including workers and chain-of-command. This Team is convened in an emergency and includes the:

- Superintendent,
- Director or Curriculum,
- Supervisors of all Departments,
- Health & Safety Coordinator,
- Public Information Officer,
- Others in the organization based on their expertise and the needs of the emergency.

The District Superintendent or designee will authorize decisions based on the deliberations and recommendations of the team. Assignments and coordination of staff at the building level will be under the direction of the Principals.

PROTECTIVE ACTION OPTIONS

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

SCHOOL CANCELLATION/ DELAYED OPENING

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

The Superintendent monitors any situation that may warrant a school cancellation; maintains an open line of communication with the administration team, as necessary, regarding severe weather, and road conditions and closings; Keeps Principals informed; if conditions warrant makes decision to cancel school.

District Office notifies transportation.

Superintendent and designees initiate rapid calling system to notify employees; posts notification on the Frewsburg website; sends text-message notification; and contacts local media broadcasters.

EARLY DISMISSAL

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

- **Bomb Threat**
- **Severe Weather**
- **Explosion**
- **Threat of Explosion**
- **Hazardous Material Spill On-site or Off-site**
- **Infectious Disease/Pandemic Flu**
- **Flood**
- **Utility Failure**
- **Gas Leak**
- **Building Structural Failure**
- **Red Alert Level 2**

The Superintendent monitors situation for county-wide emergencies such as those listed immediately above. On rare occasions and only if conditions warrant, Superintendent makes decision to close school early; Bus garage will be contacted by Superintendent to arrange for transportation; Telephone calls will be made to parents/guardians or emergency contacts via rapid calling system to inform of early dismissal.

HS Principal will contact local media as an additional method to inform parents;

At no time will students under 4th grade be returned to unoccupied, unsupervised homes. If necessary, students will be returned to RHJ by Transportation; Appropriate District personnel will be retained until all students have been returned home.

SHELTER-IN-PLACE

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

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

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

Severe Weather Shelter Action:

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

Duck-N-Cover Position

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

External Environmental Hazard Action:

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

HOLD-IN-PLACE

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

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

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

Hold-in-Place Action:

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

EVACUATION

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

Evacuation will be announced by P. A. System:

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

Evacuation Action:

- Listen for instructions about the situation and your actions.
- Direct students to follow normal fire drill procedures unless principal alters route.
- Take class roster.
- Upon exiting the classroom, perform a sweep to ensure all students have evacuated and shut the classroom door.

- Do not move any unattended bags or boxes. Report any suspicious packages immediately.
- When outside building, account for all students. Inform designated attendance person if student(s) is/are missing.
- After arriving at destination, take attendance for accountability check.
- DO NOT return to the building or allow students to re-enter until notified by proper authorities that the building is safe.
- Only when all-clear is given by administration, report back to the classroom/office for accountability check if necessary.
- Wait for further instruction from administration.

LOCK-OUT

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

Lockout will be announced by P. A. System:

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

Lockout Action:

- Listen for instructions regarding the situation and your actions.
- In a lockout, all external doors and windows must remain closed and locked.
- Classroom blinds and lights should remain as they are.
- The only entrance/exit that may be used during a lockout are the front doors.
- Take attendance and note all absent students regularly assigned to the teacher/ classroom. Report the list of students missing from your class to the main office when contacted.
- Limit student/staff activities and travel within the school building as directed by administration. Class instruction may continue as normal.
- All outside activities are to be terminated and return immediately to the building. Lockout is lifted when the external threat is resolved and notification is made by administration via face-to-face contact, or PA announcement.

LOCK-DOWN

LOCKDOWN is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy.

Lockdown will be announced by any means available:

If safe, gather students from hallways and common areas near your classroom.

- Lock your door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door/window.
- Leave windows, blinds/lights as they are.
- Keep everyone quiet, turn off phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.

- Do not respond to PA announcements or fire alarms.
- Stay hidden until physically released by law enforcement personnel.

NATIONAL TERRORISM ADVISORY SYSTEM (NTAS)

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

Imminent Threat Alert:

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

Elevated Threat Alert:

Warns of a credible terrorist threat against the United States.

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

Q – How does NTAS work?

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

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

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

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

SECTION IV: RECOVERY

A. SUPPORT FOR BUILDINGS

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

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

B. DISASTER MENTAL HEALTH SERVICES

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

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

SECTION V. POST-INCIDENT ACTIONS

A. INVESTIGATION

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

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

B. DISCIPLINARY CONSEQUENCES

The Frewsburg 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 from violations of the Code of Conduct. It is the basis for determining the appropriate disciplinary consequences that may be necessary. The Code of Conduct is communicated to all students/staff and parents and serves as a major component of our violence prevention program. The Code of Conduct is evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct is given to all students and available to parents, staff, and community members.

C. EVALUATION

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

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

- Emergency Incident Report
- School Incident Report
- Emergency Response Assessment
- Report of Mandated Drills
- FBI Bomb Threat Call Checklist /Emergency Procedure Guide Flip Chart
- Emergency Planning Guide for Parents

Section VI. Emergency Remote Instruction Plan

Technology & Connectivity

Internet Connectivity:

The District will assess connectivity, reliance of internet, and access to high speed internet by surveying families with a follow up questionnaire to the Digital Access Survey. The District has purchased agnostic Kajeet devices to ensure a boosted and reliable connection for those families living in a rural area.

The District is also committed to ensure that all students living in the school boundary will have access to reliable internet and a personal device. The District will have a dedicated phone line to support student technology needs. Students and parents can call the line and leave a message. They will be walked through their technology issues, if need be, by a technician on the phone, or they can bring the device to the school for repair. Teachers will continue to use our ticket system to log any issues they are having.

Student/Teacher Devices:

Every student and teacher in our District has been provided with a device for instructional use. These devices will be distributed in a timely manner once the need for remote access has been determined. This may also include the use of the transportation department.

Synchronous Instruction

Synchronous Instruction Defined-Real time, 'live' instruction via zoom with the classroom teacher. Learning that occurs at the same time, but not the same place. (e.g. teacher instructs in classroom, students follow along at home on their devices)

Expectations for Students- Synchronous Instruction

- Participate in all scheduled Zoom meetings (Be present, focused, engaged).
- Daily attendance will be taken by your teacher.
- Do not schedule work, extracurricular activities, etc. during the school day.
- Complete assigned work by due date.
- Check email daily.
- Utilize a designated place for study and ensure homework assignments are completed (NOT your bed).
- Use your full name and be prepared to have your video turned on if requested.
- Adhere to [Code of Conduct](#).

Expectations for Teachers- Synchronous Instruction

- Teachers' workday remains consistent with language in the collective bargaining agreement (6 ½ hours). Prep period will be in accordance with the language in the collective bargaining agreement.
- Regular checks will be conducted for understanding utilizing appropriate methods to support instructional objectives. (This could be regular Zoom meetings with large or small groups, video submissions with feedback from the teacher, virtual class discussions where students comment on classmates' posts, etc.)

- In lieu of duties, teachers are expected to hold daily 'open office hours' via Zoom, phone, or other communication method.
- Attendance and participation in Department meetings, faculty meetings, and committee meetings is required.
- Utilize the 'Remind' app to communicate with parents (this will be the district supported mode of communication).
- Take attendance daily K-12 using eSchool.
- Consideration of CDC recommendations is expected when developing lesson plans.

Expectations for Parents- Synchronous Instruction

- Participate in teacher meetings to discuss student progress or concerns (by phone or computer).
- Contact teachers if there is an issue or concern.
- Understand that school is in session and the hours that students are required to attend have not changed-attendance will be taken (Grades K-12).
- Ensure children attend school regularly and on time including participation in Zoom meetings and teacher phone conferences.
- Provide a place for study and ensure homework assignments are completed.
- Utilize 'Remind' app as the central source of communication regarding school announcements from teachers.
- Regularly check eSchool to see what assignments are missing/due.
- Contact the District immediately if there is lack of internet or device issues.

Asynchronous Instruction

Asynchronous Instruction Defined- Students watch pre-recorded videos that have been shared through their Google Classroom for instructional purposes. Learning that does not occur at the same time or in the same place. (e.g. teacher sends student assignments through google classroom that include instructional videos. Students watch the videos and complete the lessons.

Expectations for Teachers- Asynchronous Instruction

K-6 Instruction

- Curriculum aligned with the NY State learning standards for English Language Arts, Math, Science, Social Studies.
- Teachers will record their lessons and distribute through Google Classroom.
- Special-area classes will be offered and include; Physical Education, Art, Music and Library.
- Virtual office hours will be made available with all teachers. A schedule will be provided by the classroom teacher and will depend upon the lesson taught.
- Students will participate in all assessments required by New York State as well as benchmark assessments through NWEA (reading and math)
- Grading will be consistent with in-person learning.
- Independent work will be required.

7-12 Instruction

- 7-8 grade curriculum aligned with the NY State learning standards for English Language Arts, Math, Science, Social Studies.
- Intro to Spanish and Spanish I will be offered in grades 7 & 8.
- Health will be offered in 8th Grade.
- 9-12 grade aligned NYS curriculum to satisfy criteria for NYS Diploma.
- Student schedules will be provided by the Guidance office.
- Teachers will record their lessons and distribute through Google Classroom.
- Virtual office hours will be made available with all teachers.
- Students will be able to take JCC courses.

Expectations for Parents- Asynchronous Instruction

- Attendance and work completion is mandatory.
- Students and families need to maintain regular communication with assigned teachers.
- Regularly check e-School for assignments and utilize Remind app
- Communicate with teachers if you have questions or concerns.

Expectations for Student- Asynchronous Instruction

- Watch all videos (Be present, focused, engaged).
- Daily attendance will be taken by your teacher based on work history as noted in Google Classroom.
- Complete assigned work by due date.
- Check email daily.
- Utilize a designated place for study and ensure homework assignments are completed (NOT your bed).
- Attend Zooms as scheduled.
- Attend scheduled office hours.
- Adhere to [Code of Conduct](#).

Special Education and Related Services

A Free Appropriate Public Education will be provided for all students, including those with disabilities in accordance with their IEP's. CSE/CPSE meetings will be held via telephone and in person when possible if necessary. Parents will be communicated with in their preferred language or mode of communication regarding the provision of services to their child to meet the requirements of the IDEA. There will be continued 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. Access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students will be delivered in accordance with the students IEP.

Special education teachers will work with general education teachers to differentiate instruction for students with disabilities. The special education teachers will conduct office hours with all special education students in addition to providing resource rooms through zoom meetings to those students with that service on their IEP. During office hours the teachers will differentiate and modifying work for students.

Teachers will collaborate with one another and meet virtually with the Principals to develop instructional approaches. Students with related services will be offered tele-therapy to address their IEP goals. They will also provide videos, hard copies of activities, and calls on the phone to complete therapy.

Alternatively placed students will receive continuity of instruction through the various programs they are enrolled in. Administrators and teachers from those programs will communicate with the homeschool building principals.

Attendance and Estimated Number of Instructional Hours

Student attendance will be recorded daily when in synchronous or asynchronous learning using our student management system (eSchool). It is estimated that the same number of hours recorded during in-person learning will be counted towards instructional hours. (For example, MS/HS= 990 and ES=900- prorated accordingly)

Employee attendance will be recorded daily when in a remote or hybrid model. In both scenarios, all employees will be required to punch-in, if applicable, **and** sign-in on the Google Doc labeled, 'Visitor/Employee Sign-In' log.

APPENDIX A

Appendix A – Emergency Telephone Numbers

Emergency Telephone Numbers

To Report Suspicious Activity Call:	1-866-SAFE-NYS (1-866-723-3697)
Police – Fire- Medical Emergencies	911
Life Threatening Electrical or Gas Emergencies	911
Power Outages: <ul style="list-style-type: none">• National Grid	1-800-867-5222
Natural Gas Outages: <ul style="list-style-type: none">• National Fuel	1-800-444-3130
Town of Carroll Water Department	716-569-6406
Poison Control Hotline	(800) 222-1222 or (516) 542-2323
County Offices of Emergency Services <ul style="list-style-type: none">• Chautauqua County	716-753-4341
County Offices of Mental Health Services <ul style="list-style-type: none">• Chautauqua County	716-753-4104
County Offices of Health Services <ul style="list-style-type: none">• Chautauqua County	716-753-4590
American Red Cross <ul style="list-style-type: none">• Western and Central NY	716-886-7500
FBI <ul style="list-style-type: none">• Field Office Buffalo• Jamestown Office	716-856-7800 716-484-7085
NY State Police	716-665-3113
Homeland Security and Emergency Services	315-331-4880