

**Niagara Wheatfield  
Central  
School District**

**District-Wide School  
Safety Plan**

**2024 - 2025 School Year**

**Revised May 2024**

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# **INTRODUCTION**

Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by July 1st for the 2002-2003 through the 2015-2016 school years and by September 1st for the 2016 – 2017 school year and each subsequent September 1st thereafter, a comprehensive District-Wide School Safety Plan and Building Level Emergency Response Plans regarding crisis intervention and emergency response and management, provided that in the City School District of the City of New York, such plans shall be adopted by the chancellor of the city school district. Such plans shall be developed by a District-Wide School Safety Team and a Building Level Emergency Response Team, per 8 NYCRR 155.17, as such terms are defined in subdivision (b) of this section, and shall be in a form developed by the commissioner in consultation with the Division of Criminal Justice Services, the superintendent of the State Police and any other appropriate State agencies. Each District-Wide School Safety Plan and Building Level Emergency Response Plan shall be reviewed by the appropriate school safety team on at least an annual basis, and updated as needed.

## **GENERAL CONSIDERATIONS AND PLANNING GUIDELINES**

### **Purpose**

The **Niagara Wheatfield Central School District-Wide School Safety Plan** was developed pursuant to Commissioner's Regulation 155.17. At the direction of the **Niagara Wheatfield Central School District Board of Education, the Superintendent of Niagara Wheatfield Central School District** appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan.

### **Identification of School Teams**

The **Niagara Wheatfield Central School District** has appointed a District-Wide School Safety Team consisting of, but not limited to:

- School board
- Teacher organizations
- Administrator organizations
- Parent organizations
- School safety personnel
- Other school personnel including bus drivers and monitors
- Student\*

\*At the discretion of the board of education a student may be allowed to participate on the safety team, provided that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall be present when details of a confidential building-level emergency response plan or confidential portions of a district wide emergency response strategies are discussed. CR 155.17(b)(14)

Requirement	Required Action	Date
The District-Wide School Safety Team was appointed by the Board of Education.	Appointed by the Board of Education on:	July 10, 2024
The District Chief Emergency Officer is: Name: Daniel Ljiljanich Title: Superintendent Telephone Number: 716-215-3003 Email: <a href="mailto:dljiljanich@nwcsd.org">dljiljanich@nwcsd.org</a>	District Chief Emergency Officer Appointed on:	July 10, 2024
The District-Wide School Safety Team conducted annual review and updates to the District-Wide School Safety Plan.	Annual Review and Updates completed on:	May 3, 2024
The District-Wide School Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education.  It is recommended that a DRAFT version of the plan be posted on the district website for the 30-day comment period (watermark is suggested).	Public Comment Period Start Date:  Public Comment Period End Date:	July 10, 2024  August 21, 2024
At least one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties, was held prior to adoption of the plan.	Date of Public Hearing/Adoption (by September 1 <sup>st</sup> ):	July 10, 2024
The District-Wide School Safety Plan must be submitted to the commissioner within 30 days after its adoption, and no later than October 1 <sup>st</sup> .	District plan submitted in the NYSED business portal (no later than October 1 <sup>st</sup> ):	September 9, 2024
The date the Board Adopted District-Wide School Safety Plan was posted on the District Website: Within 30 days from adoption and no later than October 1 <sup>st</sup> .	Date Posted (no later than October 1 <sup>st</sup> ):  [ADD URL] of District-Wide School Safety Plan on District Website:  URL was verified/checked to be sure the link is working	September 9, 2024
Date training was provided to staff on Building Level Emergency Response Plans, school violence prevention and mental health by September 15 <sup>th</sup> .	Date of Training:	August 29, 2024

## Concept of Operations

The District-Wide School Safety Plan is directly linked to the individual Building Level Emergency Response Plan for each of the school buildings. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of the individual Building Level Emergency Response Plan.

The District-Wide School Safety Plan includes the designation of the school Superintendent or school Superintendent's designee, as the school district's Chief Emergency Officer, who is responsible for coordinating communication between school staff, law enforcement and other first responders.

- The Chief Emergency Officer will ensure that the district-wide school safety team shall complete and update annually and as necessary the district-wide and building level emergency plans as designated by the commissioner.
- The Chief Emergency Officer shall ensure staff understanding of the district-wide school safety plan.
- The Chief Emergency Officer shall assist in the selection of security related technology and development of procedure for the use of each technology.
- The Chief Emergency Officer shall coordinate appropriate safety, security and emergency training for district and school staff, including required training in the emergency response plan.
- The Chief Emergency Officer shall ensure that the required evacuation and lockdown drills in all district buildings are completed as required by Education Law 807.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by that school's Building Principal or Designee.

With authorization from the Building Principal or Designee and or the Superintendent of Schools, local emergency response personnel (fire/police/EMS) shall be notified. If deemed necessary by the Building Principal or Designee and or the Superintendent of Schools, activation of the Building Level Emergency Response Team shall take place.

Additional local/county/state resources could supplement the district efforts through existing protocols or emergency response actions, including post incident response, may be supplemented by county and state resources through existing protocols.

## **Plan Review and Public Comment**

Pursuant to Commissioner's Regulation, Section 155.17 the statute and regulation requires that each district charter school and BOCES in the state designate a District-Wide School Safety Team.

Alyssa's Law, Chapter 227 of the Laws of 2022 (Chapter 227) which became effective immediately. Chapter 227 amends Education Law § 2801-a to require that district-wide school safety teams of public schools, boards of cooperative educational services, and county vocational education extension boards shall consider the usefulness of silent panic alarm systems when reviewing and amending district-wide school safety plans.

Prior to adoption, the district must hold at least one public hearing that provides school personnel, students, parents and public participation and must be made available for public comment for at least 30 days.

Each district must post their District-Wide School Safety Plan on their district's website. The URL must be submitted to the Education Department within 30 days of adoption, but no later than October 1st of each year via the LEA District Safety Plan URL and information report in SED monitoring to comply with the requirement that the plan be submitted to the commissioner.

The District-Wide School Safety Plan was formally adopted by the Board of Education on June 18, 2001.

The Building Level Emergency Response Plan shall be reviewed by the Building Level Emergency Response Team at least annually and updated as necessary and must be adopted by the school board by September 1st. This plan must be kept CONFIDENTIAL. A copy of the plan must be filed with the State Police and local law enforcement within 30 days of adoption, but no later than October 1st each year.

To comply with the requirement to submit to State Police, schools must enter their plans in the Safe Schools Application on the State Education Department Business Portal.

Full copies of the District-Wide School Safety Plan shall be posted on the district's web site or can be requested in writing. The District-Wide School Safety Plan is located in the office of the Superintendent.

### **The District Chief Emergency Officer is:**

Name:	Daniel Ljiljanich
Title:	Superintendent
Telephone number:	716-215-3003
Email:	<a href="mailto:dljiljanich@nwcsd.org">dljiljanich@nwcsd.org</a>

## **RISK REDUCTION / PREVENTION AND INTERVENTION**

### **Prevention / Intervention Strategies for Faculty**

The **Niagara Wheatfield Central School District** continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies may include but are not limited to:

- Compliance with the District's Code of Conduct.
- Will conduct a yearly district-wide "Forum" for the purpose of sharing information, reviewing best practices and providing training from local and National Experts on Safe Schools.
- Strategies for Crisis Intervention and Prevention (SCIP) technique training.
- An Alternative Placement Program for intervention of violent students who cannot function in a regular school environment is operated by BOCES.
- Alternative Education programs are operated by BOCES and address the criteria under the section entitled Early Detection of Potentially Violent Behaviors.
- A Community Intervention Program, composed of children and family services, school districts, law enforcement and professionals from the community, meets and discusses, among other topics, character and civility issues with school officials quarterly.

The **Niagara Wheatfield Central School District** encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation. This is communicated to all students at the beginning of the school year and periodically throughout the school year as appropriate. The district is committed to the Dignity for All Students Act (DASA).

The **Niagara Wheatfield Central School District** is committed to the safety and security of our employees. Workplace violence presents a serious occupational safety hazard to our District, staff, and students. Threats, threatening behavior, or acts of violence against **Niagara Wheatfield Central School District** employees where any work-related duty is performed will be thoroughly investigated and appropriate action will be taken, including summoning criminal justice authorities when warranted. All employees are responsible for helping to create an environment of mutual respect for each other as well as students, following all policies, procedures and program requirements, and for assisting in maintaining a safe and secure work environment.

All **Niagara Wheatfield Central School District** staff will display identification while on campus or representing the district at a school sponsored function off campus.

All visitors will be issued a temporary identification badge from the main office.

## **Program Initiatives: Prevention / Students**

### **Non – Violent Conflict Resolution Programs**

The **Niagara Wheatfield Central School District** has developed a comprehensive K-12 non-violent conflict resolution initiative built on existing and evolving programs. The program is designed for age appropriate integration and consist of the following:

**Elementary School Level:** Introduce students to problem solving, anti-bullying, character education, and respecting differences. Information is shared during health and physical education class and/or after school extended day clubs.

**Middle School Level:** Development of an information program that focuses on problem solving and anger management techniques. Continue character education and the development of leadership skills that build a caring non-violent environment. Information/programs shared in health, physical education and/or after school clubs concentrate on building character, mutual respect, and appreciation for diversity.

**High School Level:** Development of a program that teaches tolerance and anger management. Continue character education and the development of leadership skills that build a caring non-violent environment. Information/programs shared in health, physical education and/or after school clubs concentrate on building character, mutual respect, and appreciation for diversity.

### **Extended Day and Other School Safety Programs**

The **Niagara Wheatfield Central School District** has in place programs to provide safe environments for after school learning and athletic activities. Some of the items include but are not limited to:

- **After School Booster/Academic Progress** to provide extended time for learning skills, techniques, and strategies for targeted students.
- **Intramural Sports and Modified Sport/Sport Activities** provided in as many areas as possible.
- **Clubs/Activities** – club offerings that focus on positive character building such as: Drama 6 –12, Musical 6 –12, Honor Society 6 – 12, Marching Band, Jazz Band, Odyssey of the Mind, Chess Club, SADD, Safety Patrol, Language Clubs, Student Council 3 –12, High School & Middle School Technology, Yearbook 6 – 12.
- **Liberty Partnership** – comprised of children and family services, law enforcement, and professionals from the community meets and discusses character and civility issues with school officials.

### **Communication Improvement Strategies among Students / Between Students and Staff**

The **Niagara Wheatfield Central School District** has developed various strategies for the improvement of communication among students, and between students and staff. A teaching component for all grade levels, elementary, middle and secondary is offered.

This teaching component encompasses the following subject areas: front line defense against bullying and harassment, anger management, peer mediation and involvement, developing social skills and citizenship, respect for life (character education).



The **Niagara Wheatfield Central School District** continues to develop on-going strategies for improving communication between students and staff and the reporting of potentially violent incidents by the following:

- Development of a uniform system for reporting incidents of school violence and inappropriate behaviors.
- Yearly district wide “Safe Schools Forum” for the purpose of sharing information, reviewing best practices, provide training from local and state experts on Safe Schools and School Violence.
- Student peer programs for the purpose of communicating the necessity and importance of student involvement.
- The district also provides a program to involve parents of our students and community members in understanding the district’s safety initiatives, opportunities to serve on committees, attend meetings on school safety and assist in school safety programs.

## **Other**

Within the Elementary School, numerous programs are offered and implemented through curriculum, psychology, counseling staff and after school activities. They are as follows:

- The teachers use the 7 Habits of Student Success Skills Curriculum to teach empathy, anger management and problem solving. The extent to which the material is covered varies depending on the grade level.
- A school wide Book of the Month program uses children's books that teach different character traits each month.
- Small group and individual guidance activities are implemented by the counselor to address various topics including:
  - Character Education
  - Social Skills
  - Coping Skills
  - Communication Skills
  - Listening Skills
  - Conflict Resolution Skills
  - Problem Solving Skills
  - Respect and Responsibility
  - Friendship Group
  - Study Skills Group
  - Banana Splits - helps students deal positively with family conflict
  - Social Skills Groups
- Yearly Character Education Assemblies for all grades
- DARE Program
- Niagara County Mental Health Department's Youth Booth teaches lessons in the fall and spring to classes as requested by teachers (topics include anger management, bullying, relationships, diversity, conflict resolution, etc.).
- Niagara County Council on Alcohol - Too Good for Drugs - prevention program for grade 3

- After School Programs
  - Spanish Club
  - Sign Language Club
  - Reading Club
  - Chess Club
  - Drama Club
  - Intramural Sports
- Town of Niagara Recreation Department
  - Tiny Tot Sports Night
  - Intramural Basketball
  - Youth Recreation Activities
- Scouts BSA

The district has established a Crisis Intervention Team consisting of administrators, teachers, school counselors, and a law enforcement representative dealing with youth at risk. The team completes needs assessments based on attendance, truancy, discipline reports, and guidance office referrals to formulate and provide on-going prevention workshops for students displaying risks.

The **Niagara Wheatfield Central School District** encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation by communicating this to all students at the beginning of the school year and periodically throughout the school year as appropriate.

### **Program Initiatives: Intervention**

Peer Mediation, Conflict Resolution, Group Sessions, Community Support Center, De-Escalation Training, Formal School Emergency Plans, School Resource Officer, Liaisons with law enforcement agencies and judicial system, Counseling Program, Communication Plan

### **Program Initiatives: Post-Intervention**

Formal Debriefing Meetings, Liaisons with law enforcement agencies and judicial system, School Crisis Plan, Long-Range Intervention, Formal School Emergency Plans

## **Training, Drills, and Exercises**

The school understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

### **Training**

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at [www.training.fema.gov](http://www.training.fema.gov). ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at [www.dhSES.ny.gov](http://www.dhSES.ny.gov) or by contacting your local emergency management agency.

#### **Annual training**

- Review ERP with staff
- Conduct full staff briefings on roles to perform during an emergency
- Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
- Conduct student briefings on roles they perform during an emergency

### **Drills and Exercises**

Training procedures and frequency of lockdown plan drills are discussed at periodic District-Wide and Building Level Emergency Response Team safety meetings.

At a minimum, the school will conduct the following exercises/drills annually:

Drills and training must be conducted in a trauma-informed, developmentally and age-appropriate manner; drills and training not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and students and staff be informed when a school is conducting a drill.

Section 807 of the Education Law requires that New York State public and nonpublic schools conduct four lockdown and eight evacuation drills each school year. Four of which shall be through fire escapes, where fire escapes are provided. Should the district not have fire escapes, four of the drills shall use an identified use of secondary means of egress.

Drill dates (September 1 - June 30), with at least eight of the required drills being conducted by December 31 of each school year, the remaining four drills shall be conducted by June 30th each school year.

Two additional evacuation drills must be conducted during summer school (July 1 - August 30).

Such drills shall test the usefulness of the communications and transportation system during emergencies.

8 NYCRR Section 155.17 - each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its Building Level Emergency Response Plans, including sheltering, lockdown, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

The district will conduct an Early Dismissal drill annually wherein students are dismissed no more than 15 minutes before the normal dismissal time. Parents will be notified of these drills at least one week prior. Transportation Officials and District staff may also take place in conducting and evaluation of this drill. This drill also allows the district to test the usefulness of the communications and transportation system during emergencies.

In the case of after-school programs, events or performances which are conducted within a school building and which include persons who do not regularly attend classes in such school building, the principal or other person in charge of the building shall require the teacher or person in charge of such after-school program, event or performance to notify persons in attendance at the beginning of each such program, event or performance, of the procedures to be followed in the event of an emergency so that they may be able to respond in a timely, orderly manner.

Policies and procedures for annual school safety training for students and staff:

- The school board will ensure that information about drills be provided in the teacher's manual or handbook.
- The district must certify (via BEDS in October each year) to the commissioner that all staff received (by September 15 each school year) annual training on the emergency response plan, and that the school safety training include violence prevention and components on mental health;
- New employees hired after the start of the school year shall receive training within 30 days of hire or as part of a district's existing new hire training program, whichever is sooner.

## School Security

The **Niagara Wheatfield Central School District** is committed to providing a safe working and learning environment at each of its schools. To help ensure the personal safety of staff and students the following has been adopted.

The district buildings use limited points of entry. All doors are locked. Signs are in place directing visitors to sign-in at the reception desk at each school. Main doors are controlled by remote “buzzer” entry during normal school hours.

All schools have greeters or office staff members just inside the entrance to each school in the district. These individuals ensure visitor sign-in procedures and help supervise building traffic flow. The building principals are responsible for supervision of the greeters and other staff.

- Staff members are required to wear visible identification badges.
- Visitors are required to sign in and wear visitor identification.
- Visitor access is limited to specific areas of the school building.
- Weapon Detection Systems are used for all students and guests at the high school and middle school levels. Weapons Detection Systems are used for all guests at the elementary school level. Procedures related to the use of Weapons Detection Systems are part of the Building Level Safety Plans.

### **Security Personnel – Safety Resource Officers, Safety Officers, Safety Monitor etc.**

A district-wide security patrol will routinely patrol assigned buildings and may be assigned to other schools based on need.

All security personnel hired by the **Niagara Wheatfield Central School District** are Lewiston Police Department, active and retired Lewiston police, as well as a full-time school resource officer from the Lewiston police, and private security firms. All security personnel are trained in violence prevention and intervention.

Security personnel’s work is performed under the supervision of the High School Principal with leeway allowed to exercise independent judgment in performance of assignments.

Typical work activities of Security:

- Patrols school corridors, stairwells, restrooms, courtyards, entrances, parking lots and other parts of school buildings and grounds to protect persons and property, maintain order and ensure compliance with school rules;
- Inspects corridor passes and other passes when classes are in session and escorts persons lacking passes to the principal’s office;
- Welcomes and oversee visitors to the building and directs them to the appropriate school offices or escorts them out of the building if they are not authorized visitors;

- Escorts disruptive or uncooperative students from areas in which they are under teacher supervision to an administrator's office for disciplinary action;
- Provides security at evening or weekend events;
- Inspects lockers and conducts searches for controlled substances or alcohol;
- Provides traffic control, monitors parking permits and investigates transportation discipline issues;
- Acts as security consultant to Administrators and as liaison with courts and law enforcement agencies;
- Maintains records and makes oral and written reports related to the work.

The district routinely utilizes teachers to maintain a presence in hallways during passing times and maintain a presence in the cafeteria and outside the buildings at the beginning and end of school day.

All teachers have received two days of training in violence prevention, de-escalation and intervention. This training is in addition to their annual violence prevention and multi-hazard training.

## **School Resource Information**

Each Building Level Emergency Response Plan will include the following information:

- School population
- Number of staff
- Transportation needs
- Office, cell, and home telephone numbers of key officials of each educational agency

The Building Level Emergency Response Teams will ensure that this information is updated routinely and is accurate.

## Early Detection of Potentially Violent Behaviors

There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. The more signs a student exhibits, the more likely he/she may need intervention. Such early warning signs may include but are not limited to the following:

- Social withdrawal
- Excessive feelings of isolation
- Excessive feelings of rejection
- Being the victim of violence
- Feeling of being picked on
- Low school interest and poor academic performance
- Expression of violence in writing and drawings
- Uncontrolled anger
- Patterns of impulsive, chronic hitting and bullying
- History of discipline problems
- History of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Alcohol and drug usage
- Affiliation with gangs
- Inappropriate access / use of firearms
- Serious threats of violence

The above comes from the United States Department of Education's "Early Warning, Timely Response" document. This information will be available for all staff relating to early identification of potentially violent behaviors.

Informative materials regarding the early detection of potentially violent behaviors will be made available to teachers, administrators, parents and others in parental relation to students of the school district or board, students and others deemed appropriate to receive such information.

If a teacher or administrator feels help for a student is warranted, it will be discussed with the appropriate school personnel to determine the next step.

Interpersonal violence prevention education packages will be taught as appropriate.

The Superintendent will set specific time for the building principal(s) in conjunction with the **Niagara Wheatfield Central School District Professional Development Plan** to organize activities of particular concern.

## Hazard Identification of Sites of Potential Emergencies

The **Niagara Wheatfield Central School District** has established procedures in the Building Level Emergency Response Plan for the identification of potential internal and/or external hazards that may be present in them. These procedures have been developed in coordination with local emergency management office personnel, fire department, and law enforcement agencies. They are as follows:

<b>On Site:</b>	<b>Off Site:</b>
High School	Gas Stations, Railroad Tracks, Airport/Airbase
Edward Town Middle School	Gas Stations, Railroad Tracks, Airport/Airbase
Errick Road Elementary School	Airport/Airbase
Colonial Village Elementary School	Gas Stations, Airport, Airbase
Tuscarora Nation School	Gas Stations, Airport, Airbase
West Street Elementary School / District Office	Wendt's Propane, Airport, Airbase
Athletic Field Concession Stand	Gas Stations, Railroad Tracks, Airport/Airbase
Athletic Fields / Playground Areas	Gas Stations, Railroad Tracks, Airport/Airbase
Transportation Garage	Gas Stations, Railroad Tracks, Airport/Airbase

Areas of Potential Emergencies – On Site: for addresses and telephone numbers see the school building information in the Building Level Emergency Response Plan.

Areas of Potential Emergencies – Off Site: emergencies will be handled by the County Emergency Management procedures.

For detailed Situational Responses – Threat and Hazard Specific Annexes refer to Criminal Offenses, Natural Hazards, Technological Hazards, Fire, Systems Failure, Medical Emergencies, and School Building sections in the Building Level Emergency Response Plan.



## **RESPONSE**

### **Notification and Activation of Internal and External Communications**

Upon being notified of an emergency, the Building Principal or Designee will contact law or emergency personnel in accordance with stated response protocol and request the closest response agency to ensure that the response to the incident is as rapid as possible.

In an event of an emergency, the Building Principal or Designee will notify all building occupants to take the appropriate protective action. Follow established procedures as listed in the Building Level Emergency Response Plan.

The district disseminates educational material, including but not limited to emails and formal brochures, encouraging parents and visitors to tell school staff about any direct or implied threat of violence or actual acts of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves.

The following systems may be utilized as forms of communications:

Telephone	District Radio Systems
Intercom	Emergency Alert System
Fax / E-mail	NOAA Weather Radio
Local Media	Raptor Emergency Management System (for Staff)

### **Notification of Educational Agencies**

In the event of an emergency or disaster within the **Niagara Wheatfield Central School District**, the Superintendent or Designee will:

1. Contact Orleans/Niagara BOCES District Superintendent:

Orleans/Niagara BOCES  
4232 Shelby Basin Road  
Medina, New York 14103  
Phone: 716-731-6800, ext. 2202

2. Contact and act as the communications liaison for the public/non-public Educational Agencies associated with **Niagara Wheatfield Central School District**.

The Building Level Emergency Response Plan also details the appropriate responses for the following:

### **School Cancellation**

- The Superintendent or their designee will monitor any situation that may warrant a school cancellation and will make the determination to do so.
- The Public Information Officer will activate use of the district's mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the district.

### **Early Dismissal**

- The Superintendent or their designee will monitor any situation that may warrant an early dismissal and will make the determination to do so.
- The Operations Chief will designate people to arrange transportation for students.
- The Public Information Officer will activate use of the District's mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.
- The Liaison Officer will notify each of the building principals.

### **Evacuation**

- The Superintendent or their designee will determine the level of the threat.
- The Operations Chief will contact the transportation supervisor to arrange transportation. They will also arrange for student-parent reunification.
- The Safety Officer will clear all evacuation routes and sites prior to evacuation.
- Principal(s) will evacuate all staff and students to prearranged evacuation sites as outlined in building plans. They will report to the Superintendent or their designee any missing staff or students.
- Sheltering Sites (internal and external).
- The Superintendent or their designee will determine the level of the threat and communicate with building principal(s) who are affected by the emergency.
- Principal(s) will move all staff and students to pre-arranged sheltering sites as outlined in building plans. They will report any missing staff or students.
- The Logistics Chief will make appropriate arrangements for human needs in the event of a long-term situation.

## Functional Annexes

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

The Functional Annexes within this section, should provide schools with a comprehensive set of guides for responding to and functioning during an emergency. The Building Level Emergency Response Team should assess and develop annexes to meet the unique needs of each school building.

Functional Annexes provide standard language and procedures, and are intended to be transferable to schools statewide and modifications are not recommended.

- Evacuate / Evacuation
- Shelter / Shelter-In-Place
- Lockdown
- Hold / Hold-In-Place
- Secure Lockout

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

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The Building Level Emergency Response Team also recommends that schools complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

## **Situational Responses - Threat and Hazard Specific Annexes**

The district's multi-hazard response plans for taking actions in the following emergencies are included in the Building Level Emergency Response Plan. In the event of an emergency the Chief Emergency Officer or designee will notify all educational agencies, staff, students, parents/guardians within their district any pertinent information. They are as follows:

### **Criminal Offenses**

- Bomb Threat
- Telephone / Verbal / Social Media Threats
- Suspicious Packages
- Bomb Threat Response Form
- Civil Disturbance / Prison Break
- Hostage Taking / Kidnapping
- Intrusion
- Suspected Student / Staff / Visitor with a Weapon
- Active Shooter
- Suicide Threat
- Missing Students

### **Natural Hazards**

- Severe Thunderstorm / Tornado
- Winter Storm / Ice Storm
- Hurricane / Tropical Storm
- Flood
- Reservoir / Canal / Dam Failure
- Earthquake

### **Technological Hazards**

- Anthrax / Biological Threat On-Site
- Air Pollution
- Aircraft Crash
- Gas Leak
- Carbon Monoxide Detection (Battery)
- Carbon Monoxide Detection (Wired)
- Hazardous Material Incident – On Site
- Hazardous Material incident – Off Site
- Radiological Incident
- Water Emergency

### **Fire**

- Fire Emergency

### **Systems Failure**

- Building Structure Failure
- Cyber Failure / Computer Loss
- Electrical System Failure
- Heating System Failure
- Sewage System Failure
- Fire Alarm or Phone System Failure
- Transportation Fleet Loss

### **Medical Emergencies**

- School Bus Accident
- Communicable Diseases
- Epidemic / Pandemic

## **Acts of Violence**

The **Niagara Wheatfield Central School District** recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building Level Emergency Response Plan and District Code of Conduct details the appropriate response to such emergencies utilizing the following procedure:

- The threat level will be determined
- If the situation warrants, the immediate area will be isolated and evacuated if deemed necessary
- Administration will be notified
- If necessary, lockdown procedures will be initiated and appropriate law enforcement officials will be notified
- The situation will be monitored and the appropriate response will be adjusted accordingly. If necessary, early dismissal, sheltering or evacuation procedures may be initiated.

## **Responses to Acts of Violence / Implied or Direct Threats**

The school district has adopted policies and procedures dealing with acts of violence and responses to acts of violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the acts of violence. The normal procedures to respond to implied or direct threats of violence will be:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Use of the Districts Workplace Violence Prevention Program Student / Staff / Visitors shall inform building principal of implied or direct threat immediately
- Determine level of threat with Superintendent / Designee
- Contact appropriate law enforcement agency if necessary
- Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team

## **Arrangements for Obtaining Emergency Assistance from Local Government**

During emergencies, local government agencies, including emergency services, can be obtained by contacting the county Emergency Management Coordinator. The Incident Commander will authorize the request for assistance from these agencies.

**Niagara County: 911 or 716-438-3171**

## **Procedures for Obtaining Advice and Assistance from Local Government Officials**

If the nature of the emergency necessitates advice and/or assistance from local governmental officials, the Incident Commander will notify the county Emergency Management Coordinator at:

**Niagara County: 911 or 716-438-3171**

and/or the highest ranking local governmental official for obtaining the advice and assistance. The district resources, which may be available during an emergency, include the following but not limited to:

Red Cross	NYS Dept. of Environmental Conservation
Fire Department	NYS Dept. of Transportation
Police	NYS Dept. of Health
Private Industry	Village / Town Officials
Private Individuals	State Emergency Mgmt Office (SEMO)
Religious Organizations	Other

Specific resources are identified in the Building Level Emergency Response Plan.

## **District Resources Available for Use in an Emergency**

The district has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building Level Emergency Response Plan as deemed appropriate by the Incident Commander. Specific resources are identified in the Building Level Emergency Response Plan.

## **Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies**

The district uses the Incident Command system model for emergency actions. For district-wide emergencies the incident commander will be the Superintendent or his/her designee. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan.

# **RECOVERY**

## **District Support for Buildings**

After a critical incident has occurred, the District is committed to a thorough and comprehensive recovery for students, staff, and families. To achieve this goal, the Post Incident Response Team should consider the following steps:

Step 1: Consult with administrators and others to:

- Determine advisability of team involvement
- Determine nature of team involvement
- If team is needed, acquire release from currently assigned responsibility
- Inform Superintendent of nature of incident

Step 2: Acquire facts and circumstances as to the nature of the trauma/loss

Step 3: Determine those groups and/or individuals most affected by the trauma/loss (target population)

Step 4: Assist building administrator in the following:

- Arrange for staff meeting
- Formulate staff meeting agenda
- Dissemination of information to staff, parents, students, media, etc. (e.g., letters, etc.)
- Determine logistical needs (e.g., workspace, crisis center, counseling rooms, class schedules, etc.)

Step 5: Assignment of team members and other staff to individual tasks

Step 6: Provide Post Incident Response Team Services

- Conduct faculty meeting with all building staff
- Provide educational information to teachers to be used in class
- Conduct classroom meetings with team member and teacher in seriously affected classes
- Assess needs and arrange for follow-up meetings with individuals and small groups
- End of day staff meeting to update staff and administrator and plan for next day
- Crisis Team “debriefing” at the end of day
- Provide substitutes and aides as back-up staff for teachers
- Offer a separate room for parent contact, if necessary
- Crisis workers in offices to aid office staff to deal with parents’ telephone calls and questions

Remind staff about “Teachable Moments”

- Death and grief education
- Personal safety
- Sorting rumor from fact
- Anatomy of the injury (e.g., what type, extent, what it means)

Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc., should be composed of staff students, and parents

Step 8: Follow-up plans for ending Post Incident Response Team involvement

- Staff meeting
- Alert staff to individual staff questions and needs
- Respond to individual staff questions and needs
- Provide feedback to teachers regarding individual student needs referral of literature
- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for meeting with Post Incident Response Team to determine effectiveness of the Post Incident Response Plan in addressing the needs in this particular incident

## **Medical and Mental Health Emergency Annex**

### **Purpose**

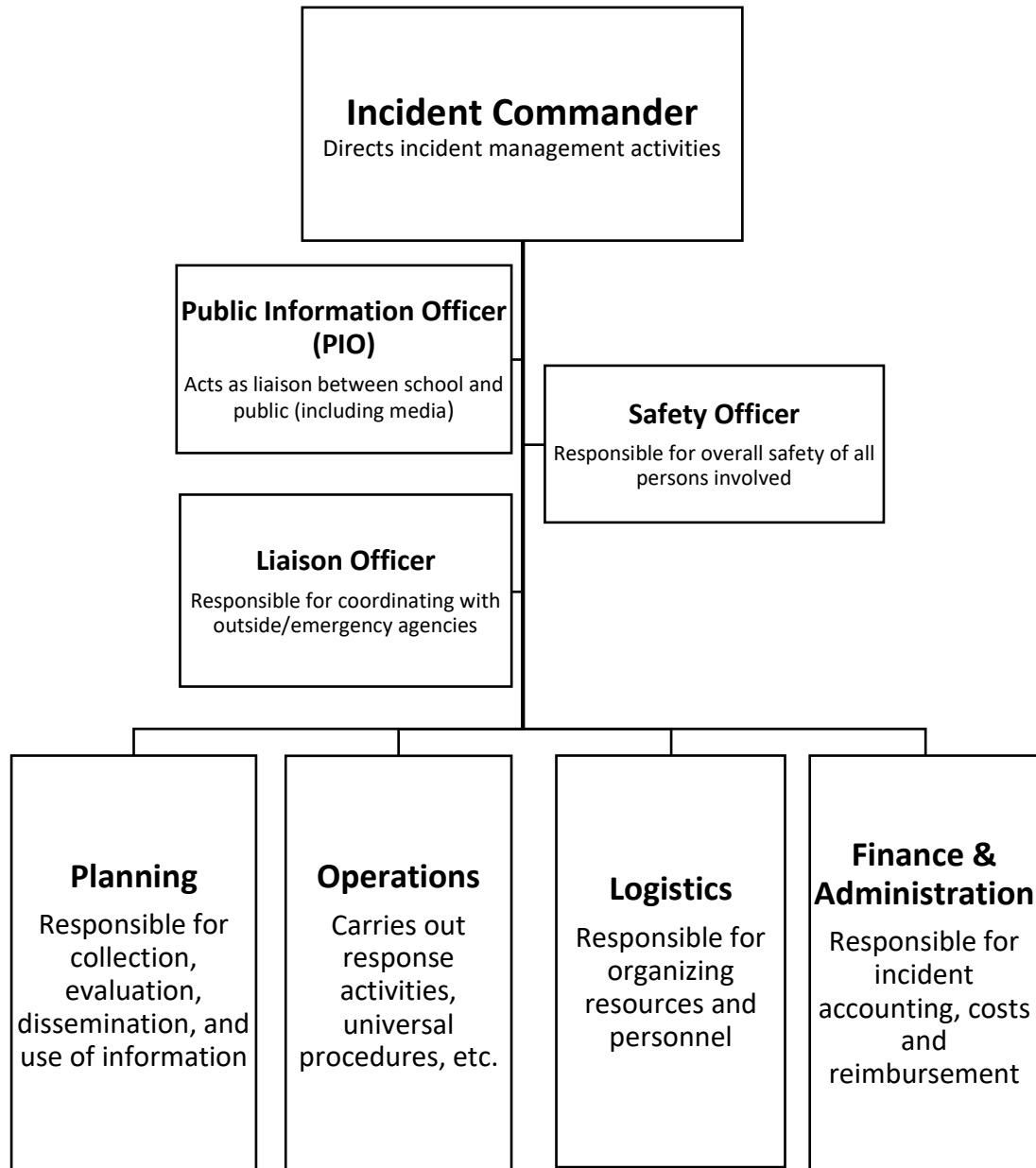
This annex describes the courses of action that the school will implement to address emergency medical (e.g., first aid) and mental health counseling issues. Schools should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the ERP with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. Schools should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.



## School Incident Command System

To provide for effective direction, control and coordination of an incident, the Building Level Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS).

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



## Chain of Command

The **Superintendent of the Niagara Wheatfield Central School District** will be responsible for designation of response actions necessary to cope with an emergency.

### **Superintendent of Schools / Chief Emergency Officer**

Mr. Daniel Ljiljanich	Office (primary):	716-215-3002
	Office (secondary):	716-215-3003

In the event the School Superintendent is not available, the response action designation responsibility shall be delegated as follows:

### **Assistant Superintendent of Finance and Management**

Dr. Allison Davis	Office (primary):	716-215-3022
	Office (secondary):	716-215-3024

### **Assistant Superintendent Personnel and Pupil Services**

Mr. Thomas Stack	Office:	716-215-3009
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### **Director of Facilities**

Mr. Gregory J. Phillips	Office:	716-215-3220
	Cell:	716-432-6426

### **Director of Curriculum Instruction and Technology Services**

Ms. Jennifer Golias	Office (primary):	716-215-3008
	Office (secondary):	716-215-3004

### **Curriculum, Instruction and Technology TOSA**

Mrs. Kelli Stopa	Office (primary):	716-215-3036
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### **Director of Special Programs**

Dr. Stephen Metzger	Office (primary):	716-215-3016
	Office (secondary):	716-215-3012

### **Director of Athletics and Physical Education**

Mr. Matt McKenna	Office (primary):	716-215-3129
	Office (secondary):	716-215-3616

### **Assistant Director of Special Programs**

Ms. Casie LaMarca	Office (primary):	716-215-3011
	Office (secondary):	716-215-3012

## Building Administration

**High School Principal**

Ms. Marissa Vuich

Office: 716-215-3108

**High School Assistant Principal**

Ms. Erin Myers

Office: 716-215-3110

**High School Assistant Principal**

Ms. Michele Fiorella

Office: 716-215-3111

**Edward Town Middle School Principal**

Mrs. Eleanor Payne

Office: 716-215-3161

**Edward Town Middle School Assistant Principal**

Mrs. Morgan Johnson

Office: 716-215-3651

**Colonial Village Elementary School Principal**

Mr. Jeffrey Cacicia

Office: 716-215-3272

**Colonial Village Elementary School Assistant Principal**

Ms. Maria Zawistowski

Office: 716-215-3242

**Errick Road Elementary School Principal**

Mrs. Nora O'Bryan

Office: 716-215-3244

**Tuscarora Nation School Principal**

Ms. Elizabeth Corieri

Office: 716-215-3670 or  
716-215-3671

**West Street Elementary School Principal**

Mr. Theron Mong

Office: 716-215-3202

## **Supplemental Information as found in the Building Level Emergency Response Plan**

### **Implied or Direct Threats of Violence**

The school district has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence.

### **Acts of Violence**

The district recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency.

### **Media Notification Plan**

The media plan addresses who is designated to meet/talk with the media. All district/media communication during an emergency must flow through the designated individual to prevent miscommunication or inaccurate information from being released. The plan provides the necessary guidance for district representatives to effectively deal with the media during an emergency.

### **Parent / Guardian Notification Plan**

Addresses the need for a separate plan to notify parent/guardian in the event of an emergency. The plan provides the necessary guidance for district representatives to effectively deal with parents/guardians during an emergency.

### **Post Incident Response / Recovery**

Provides guidance to district representatives for initiating a post incident response to an emergency or tragic event. Specific guidance is given to establishing crisis intervention teams and Critical Incident Stress Debriefing teams and how to utilize them.

### **Crime Scene Management**

The Building Principal or Designee is responsible for crime scene security until relieved by law enforcement officials.

No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.

Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

### **Student / Staff / Guest with Special Needs**

This appendix is a school specific procedure for students with special needs during an emergency situation.

### **School Safety and the Educational Climate (SSEC) - Formally Violent or Disruptive Incident Reporting (VADIR)**

All violent and disruptive incidents must be logged throughout the school year. A summary of all violent and disruptive incidents are to be submitted annually to NYSED.

## Revisions Page

Page	Section	Revision
1	Introduction	added 8 NYCRR 155.17 for reference
1	Identification of School Teams	restructured to match 8 NYCRR 155.17(b)(14)
2	Date Chart	added for ease of finding required dates
3	Concepts of Operations	restructured to match 8 NYCRR 155.17(18)(1)(xix)
4	Plan Review and Public Comment	added Alyssa's Law to conform to educational law § 2801-a
4	Plan Review and Public Comment	restructured to match S.E.D requirements
5	Prevention / Intervention Strategies for Faculty	added Workplace Violence statement to encompass Workplace Violence into the District Wide Plan
9-10	Training, Drills, and Exercises	restructured to match Educational Law §807 & 8 NYCRR 155.17
13	Early Detection of Potentially Violent Behaviors	modified materials regarding the early detection of potentially violent behaviors section to reflect State Education changes and requirements
16	BLERP Details	added key topics to reflect BLERP and State Educational requirements
18	Situational Responses - Threat and Hazard Specific Annexes	added Chief Emergency Officer requirement to match 8 NYCRR 155.17
18	BLERP annex's	added new annex's that are found in the BLERP
19	Responses to Acts of Violence / Implied or Direct Threats	added Workplace Violence Prevention Program Statement

## **APPENDICES**

**Memorandum of Understanding Regarding the School Resource Officer**

**Public Health Emergency Continuation of Operations Plan**

**Emergency Remote Instruction Plan**

**INTER-MUNICIPAL AGREEMENT**  
**SCHOOL RESOURCE OFFICER PROGRAM PARTNERSHIP**

This Agreement is made as of August 30, 2022, by and between the following parties:

TOWN: TOWN OF LEWISTON, NEW YORK  
A Municipal Corporation  
1375 Ridge Road  
Lewiston, New York 14092  
Hereinafter referred to as the "Town",

-and-

CONTRACTOR: NIAGARA WHEATFIELD CENTRAL SCHOOL DISTRICT  
5700 West Street  
Sanborn, New York 14132  
Hereinafter referred to as the "District".

**WITNESSETH:**

**WHEREAS**, the Niagara Wheatfield Central School District has requested that the Lewiston Police Department provide two (2) School Resource Officers during each school day of the regular school year; and

**WHEREAS**, the Lewiston Police Department (hereinafter referred to as the "Police Department") has agreed to provide such services on the following terms and conditions; and

**WHEREAS**, the Lewiston Town Board by Resolution No. \_\_\_\_\_ authorized the Town of Lewiston to enter into an agreement with the District to provide a School Resource Officer.

**NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:**

1. **Term.** This agreement shall commence August 30, 2022, and shall terminate August 29, 2027, provided either party may cancel or terminate this Agreement at any time upon at least sixty (60) days advance written notice to the other party, with accounts to be prorated, adjusted, and settled as of the date of such cancellation or termination.

2. **Services.** Beginning August 30, 2022, the Town, through its Police Department, shall assign two (2) full-time officers (hereinafter "Officers") to the District during the term of this Agreement to act as School Resource Officers during the regular school day, and

to be stationed at the middle school/high school facility currently located at 2292 Saunders Settlement Rd., Sanborn, New York 14132. The School Resource Officers will work in concert with the school principals and assistant principals, meeting with the principals on a weekly basis.

The School Resource Officers will provide a program of educational leadership by acting as guest speakers in addressing tobacco, alcohol, and other drug issues, in addressing violence diffusion, violence prevention and safety issues in the school community, and will present programs to parents on issues related to alcohol and other drugs, violence prevention, and safety. The School Resource Officers shall provide informational in-service training for staff on issues related to alcohol and other drugs and the law, violence, gangs, safety and security, and refer students and/or their families to the appropriate agencies for assistance when need is determined.

The School Resource Officers' responsibilities will include:

- a. Working with District administration as law enforcement officers to assist in addressing on-campus or school related activities;
- b. Working in concert with the District Superintendent or designee and meeting with the principals on an as needed basis;
- c. Acting as a communication liaison with law enforcement agencies and providing basic information concerning students on campus;
- d. Working with the Superintendent or designee on issues such as criminal and gang activity on campus, and student unrest on campus;
- e. Assisting in maintaining order and enforcing school policies on school property; and
- f. Coordinating training through the Lewiston Police Department for School Security Officers should the District, at its sole discretion, decide to hire School Security Officers directly (not through a private security agency). The trainings provided would include:
  - a. Annual Firearms Training
  - b. Use of Force Training
  - c. Taser Use Training

The School Resource Officers may perform other duties as mutually agreed upon between the District and the Town consistent with the normal duties and responsibilities of a law enforcement officer. The School Resource Officers shall not act a school disciplinarian. However, if requested by the Superintendent or designee, the School Resource Officers shall



assist in determining whether law enforcement notification, and/or action is appropriate in a particular incident.

3. **Assignment of Officer.** The Chief of Police of the Police Department shall, in consultation with the District Superintendent, be responsible for the assignment of a particular officer or officers to the School Resource Officers positions. The School Resource Officers will be present at the District each day school is in regular session. Such hours will be between the hours of 7:15 am and 3:45 p.m. The School Resource Officers will be compensated from 7:00 a.m. to 4:00 p.m. each school day. Hours worked in a given day beyond (8) hours will be accumulated as banked hours. The School Resource Officers will also receive banked hours for working additional school events (ie... Dances, sporting events, music events, etc.) Accumulated banked hours will equate to full-time pay over school recess periods and summer vacation.

No hours worked by the School Resource Officers will be paid as overtime except as explained in Section 5 of this Agreement. **Attachment 1** provides further explanation as to the banked hours process. In the event that all hours are not utilized as described in **Attachment 1**, said remaining hours shall be used as additional training and/or time spent at the District, upon mutual agreement of the Town and the District. The hours reflected in **Attachment 1** may vary slightly, as needed to accommodate the needs of the District, upon approval of both the Superintendent of the District and the Chief of Police. The School Resource Officers shall log hours worked at the District on an hourly basis and shall provide said log to both the Chief of Police and the Superintendent of the District on a bi-weekly basis.

In the event a School Resource Officer is to be absent from work at the District, the Officer shall notify both the Chief of Police and the District's Superintendent (716-215-3003). The Town reserves the right to immediately, temporarily reassign any Officer providing the services hereunder to handle emergency situations. The Town agrees to assign another Officer to substitute for the assigned Officer in the event that the assigned School Resource Officer is absent due to illness or disability as soon as practicable. If necessary, the Chief of Police, as soon as practicable, shall provide a permanent replacement for the Officer.

4. **Supervision of the Officer.** The Officers shall remain under the control of the Town and shall not be considered an employee of the District for any purpose. The Officers

assigned to the District are an employee of the Town and shall be subject to departmental control, supervision, policies, procedures and General Orders. Notwithstanding the foregoing, the Officers shall coordinate with the Superintendent and Principals of the school buildings in the District relative to the performance of his/her duties.

5. **Payment.** The costs related to the School Resource Officers' positions will be billed by the Town to the District on a monthly basis.

- a) **Part Time Officers:** If, pursuant to the terms of this Agreement, the Town provides services by utilizing part-time officers, it will bill the district based on the hours actually worked by the part-time officers performing duties as a School Resource Officer for the District including time worked for necessary incidental duties (for example, court time for incidents occurring while on duty as School Resource Officer.) The parties intend that the district will be billed and will reimburse the Town for all associated expenses including, but not limited to, a pro-rata share of all employment benefits, retirements contributions (if applicable), payable to or on behalf of the officers.
- b) **Full-time Officers.** If and when the Town assigns full-time officers as School Resource Officers pursuant to the terms of this Agreement, the Town will bill to the District and the District will reimburse the Town for the full cost to the Town of the Officers. The parties intend that police officers will be hired and/or assigned by the Town on a full-time basis as School Resource Officers and that the District will bear the full cost attributable to the employment of the Officers, including but not limited to, the cost of all employments benefits, training, retirement contributions, additional court time, etc.

The District will reimburse the Town for any overtime attributable to School Resource Officers related duties. The District will not be responsible for overtime attributable to any assignment that is not incidental to School Resource Officers related duties.

The assigned School Resource Officers will coordinate training, personal time and similar matters with school holiday and break schedules. To the extent possible, vacation time shall be scheduled during summer recess or other school breaks and any vacation time used

during the regular school year must be approved in advance by both the District Superintendent and the Chief of Police.

6. **Access to Education Records.** If an Officer is conducting business within the scope of his/her responsibilities as a School Resource Officer pursuant to this Agreement, the District may authorize access to limited demographic and contact information (limited to: addresses, phone numbers, name of parent or guardian, emergency contacts, locker numbers, schedule information, bus number, and student ID photographs) using the electronic student information system at the District. Such access may be provided via web-interface or handheld device. This information and/or device *may not* be used by the SRO in any other law enforcement activity or investigation unrelated to the Officer's work responsibilities within the district, or for any other purpose outside of the Officer's work as a contracted school official under FERPA. The Officer may not share any FERPA protected student information with non-school personnel, except in the instance of an emergency to protect the health or safety of a student or other individual.

7. **Insurance.** The District and the Town shall provide each other with proof of insurance coverage for this Agreement. The Town, at its expense, agrees to procure and maintain a policy of Police Professional Liability insurance in an amount of One Million Dollars (\$1,000,000.00), single limit, against claims for bodily injury, death and property damage, and Commercial General Liability Insurance in an amount of One Million Dollars (\$1,000,000.00), single limit, against claims of bodily injury, death and property damage occurring in connection with the performance of this Agreement. The Town must name the District as an additional insured and will provide the District with a certificate evidencing this insurance coverage. The District, at its expense, agrees to procure and maintain a policy of General Liability Insurance in an amount of One Million Dollars (\$1,000,000.00), single limit, against claims of bodily injury, death and property damage occurring in connection with the performance of this Agreement. The District must name the Town as an additional insured and will provide the Town with a certificate evidencing this insurance coverage.

8. **Indemnity.** The District covenants and agrees to indemnify and save harmless the Town, its Board, Officers, Employees, and Agents from and against any and all claims, actions, damages, liability, loss, and expense, including attorneys' fees, arising from or out of any occurrence in or upon the District's premises, which is caused wholly, or in part, by any act

or omission of the District, its Officers, Employees, and/or Agents, in the performance of this Agreement.

The Town covenants and agrees to indemnify and save harmless the District, its Board, Officers, Administrators, Employees, and Agents from and against any and all claims, actions, damages, liability, loss, and expense, including attorneys' fees, arising from or out of any occurrence in or upon the District's premises, which is caused wholly, or in part, by any act or omission of the Town, its Board, Officers, Employees, and/or Agents, in the performance of this Agreement.

9. **Authorized Representative.** The individual signing below on behalf of the District or Town hereby represents and warrants that s/he is duly authorized to execute and deliver this Agreement on behalf of their respective District or Town and that this Agreement is binding upon the parties.

10. **Assignment.** Neither party shall assign, transfer, convey, sublet, or otherwise dispose of this Agreement or any of its right, title, or interest therein, or the power to execute this Agreement, without the prior written consent of the other party.

11. **Amendments.** No waiver, modification, or amendment of this Agreement or any part thereof shall be valid unless in writing and duly executed by both parties. A waiver of any breach hereof shall not prevent forfeiture for any succeeding right.

12. **Captions.** The captions of this Agreement are for convenience and reference only and in no way define, limit or describe the scope or intent of this Agreement.

13. **Entire Agreement.** This Agreement contains the sole and entire agreement between the parties relating to the services provided hereunder and shall supersede any and all other agreements between the parties. Any other statements or representations made by either party are void and have no force or effect.

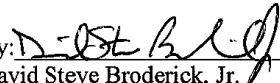
14. **Venue.** Any legal action commenced pursuant to the terms of this Agreement shall be brought in a court of competent jurisdiction in the County of Niagara.

15. **Mutual Drafting.** This Agreement shall be deemed the joint work product of the parties and any rule of construction that a document shall be interpreted or construed against a drafter of such document shall not be applicable.

16. **Severability.** If any provision of this Agreement will be held to be invalid or unenforceable for any reason, the remaining provisions will continue to be valid and enforceable.

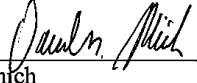
IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first set forth above.

**TOWN OF LEWISTON**

By:   
David Steve Broderick, Jr.  
Town of Lewiston Supervisor

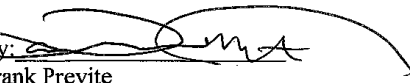
Dated: 7/6/22

**NIAGARA WHEATFIELD CENTRAL SCHOOL DISTRICT**

By:   
Daniel G. Ljiljanich  
District Superintendent

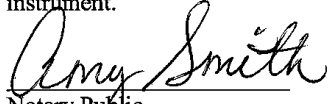
Dated: 7/6/22

**APPROVED:**

By:   
Frank Previte  
Chief of Police

STATE OF NEW YORK )  
COUNTY OF NIAGARA ) SS.:  
)


On the 6<sup>th</sup> day of July in the year 2022, before me, the undersigned, personally appeared **David Steve Broderick, Jr.**, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he executed the same in his capacity, and that by his signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument.

  
Notary Public

**AMY SMITH**  
Notary Public, State of New York  
Appointed in Niagara County  
My Commission Expires Nov. 8 2025

STATE OF NEW YORK            )  
  ) SS.:  
COUNTY OF NIAGARA        )

On the 16 day of July in the year 2022, before me, the undersigned, personally appeared **Daniel G. Ljiljanich**, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he executed the same in his capacity, and that by his signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument.

  
Notary Public

Notary Public  
State of New York  
Jody L. Darlak  
Registration No. 01DA6207571  
My Commission Expires June 15, 2025

*[Faint, illegible text]*

**Niagara Wheatfield  
Central  
School District**

**Public Health Emergency  
Continuation of Operations  
Plan**

**Revised May 2024**

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## Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

This plan has been developed with the input of the NWAA, NWTa, NWSRP unions, as required by the amended New York State Labor Law.

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

## Record of Changes:

Date of Change	Description of Changes	Implemented By
1/28/2021	Adding verbiage under cleaning and disinfecting on page 16 to assure training compliance for all staff.	Allison Davis, Assistant Superintendent of Finance and Management and Darla Schultz-Bubar, NWTa President

# Purpose, Scope, Situation Overview, and Assumptions

## Purpose

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

## Scope

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

## Situation Overview

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

The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use [CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe](#). The fundamentals of reducing the spread of infection include:

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

## Planning Assumptions

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

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

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

## Concept of Operations

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

Upon the determination of implementing this plan, all employees and contractors of **Niagara Wheatfield Central School District** shall be notified by the Email and District Messaging System with details provided as possible and necessary, with additional information and updates provided on a regular basis. All district employees, parents and guardians, and the Board of Education will be notified of pertinent operational changes by way of the Email and District Messaging System. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent or his designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

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

Upon resolution of the public health emergency, the Superintendent of **Niagara Wheatfield Central School District**, their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

## **Mission Essential Functions**

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

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of **Niagara Wheatfield Central School District**

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

Essential functions are prioritized according to:

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

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

The mission essential functions for **Niagara Wheatfield Central School District** have been identified as:

<b>Essential Function</b>	<b>Description</b>	<b>Priority</b>
<b>Superintendent of Schools</b>	Oversees and plans. Assigns critical functions assuring compliance with all CDC, DOH, and NYSED requirements. Establishes communication with staff and parents to execute and standardize district goals. Establishes contacts to provide outside organizations with information relative to District plans to procedures. Communicates with the Board of Education directly.	<b>1</b>
<b>Assistant Superintendent of Finance and Management</b>	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools, Assistant Superintendent of Personnel and Pupil Services and the Director of Instructional Technology and Learning. Oversees the functions of the Business Office, Facilities, Transportation, and Food Service. Communicates directly with administration to assist with planning and daily functions to achieve District goals and maintain safety equipment and supplies.	<b>1</b>
<b>Assistant Superintendent of Personnel and Pupil Services</b>	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the district with the Superintendent of Schools, Assistant Superintendent of Finance and Management and the Director of Instructional Technology and Learning. Communicates directly with the administration to assist with planning and functions, ensuring that the needs of the district are being met. Assists with CDC, DOH and NYSED regulations including oversight of NYS recording requirements and Nursing Staff.	<b>1</b>
<b>Director of Curriculum Instruction and Technology Services</b>	Provides support to ensure critical infrastructure is in place to provide effective building support and educational support securely. Works directly with the Superintendent of Schools and Administration staff to ensure communication and internet stability. Provides the necessary equipment and approved software to staff and students to perform the functions of each necessary school sector to maintain building maintenance, day-to-day operations, and educational needs.	<b>1</b>

<b>Administration</b>	Coordinates functions delegated by the Superintendent of Schools. Assigns tasks to facilitate and accomplish district goals. Communicates regularly with the Assistant Superintendent of Finance and Management and the Assistant Superintendent of Personnel and Pupil Services. Oversees personnel assigned to tasks. Ensures critical functions are being performed as necessary. Provides regular progress reports on daily activities necessary to accomplish district goals. When directed by the Superintendent of Schools, the administration is responsible for communicating and updating employees in district policy. This includes cleaning regime, scheduling and any changes to these duties. Monitors and requests building safety equipment and supplies as needed.	<b>1</b>
<b>Director of Facilities</b>	Coordinates functions with the Superintendent of Schools, Assistant Superintendent of Finance and Management, and Staff. Responsible for staffing, maintenance activities, custodial duties including ordering supplies, training, and scheduling to meet the needs of the district. Instructs and informs staff of district policy and procedures including personal protection, cleaning procedures, methods of reporting, receiving issues and concerns that may affect or enhance safety procedures. Responsible for communication and updating employees in district policy, cleaning regime, schedules and constant changes to these duties. Maintains a current inventory of supplies and safety equipment and provides staff and services as needed. Inventory includes maintaining a cache of necessary supplies and equipment through reordering and replenishing stock so as not to fall short of critical supplies. Adjusts schedules to meet current needs, updates and trains staff on proper handling and use of tools and chemicals as per the manufacturer, CDC, DOL, and DOH requirements. Coordinates deliveries and ensures delivery agents know and follow district policy when on site. Schedules outside maintenance activities. Ensures third party contractors know and follow all school, CDC, DOL, and DOH policies while on school district property.	<b>1</b>

<b>Head Custodian</b>	Coordinates activities with and updates the Director of Facilities regularly. Provides employees with proper direction for performing necessary cleaning equipment, cleaning products and protocols. Provides a direct line of communication from custodial staff to the Director of Facilities. Keeps records of and controls inventory, communicates directly with suppliers for ordering and receiving material and supplies to maintain an adequate cache of necessary products and materials. Coordinates all deliveries including deliveries from suppliers and deliveries to building staff. Assists with building schedules and arranging custodial staff and staff schedules to meet District needs. Responsible for communication and updating employees in district policy, cleaning regime, schedules and constant changes to these duties.	<b>1</b>
<b>Business Office</b>	Assists the Superintendent of Schools with maintaining critical functions and Administration oversight. Provides needed guidance and advice with logistical and financial obligation; as well as record keeping. Provides purchasing support to ensure that necessary safety equipment and supply inventory can be maintained for education, maintenance, nursing, and custodial functions.	<b>1</b>
<b>Nurses</b>	Provide medical insight and support to help maintain a healthy school population. Assists with planning and achieving district goals relative to health and safety. Provides support and assistance to carry out orders from the Medical Director, CDC, DOH, and NYSED regulations. Maintains a sanitary environment. Monitors quarantine area. Keeps accurate records. Makes immediate and necessary notifications to building administrators when necessary. Coordinates activities with parents. Offers guidance to building occupants and parents. Communicates regularly with the building administration and the Assistant Superintendent of Personnel and Pupil Support.	<b>1</b>
<b>Building Secretaries</b>	Staff will continue to perform vital services as directed by the Superintendent of Schools and directed by their school administrator. The District will determine need based on individual circumstances and can be utilized in school or remotely. Administration will provide services necessary for staff to operate in a safe and clean environment on site. Administration will ensure all staff will be informed of and are required to adhere to district safety policy while onsite. Administration will provide the necessary means and materials to safely and effectively work in a remote setting as well.	<b>1</b>

<b>Maintenance Staff</b>	Maintenance staff will perform vital services to keep and maintain essential equipment for onsite and remote learning. Maintenance staff and work will be overseen by the Director of Facilities. Staff will be informed of school procedures and adhere to all personal safety protocols required by the CDC, DOL, and DOH at all times. The Director of Facilities will supervise and schedule maintenance personnel for the purpose of keeping vital services operating and functional.	<b>1</b>
<b>Custodial Staff</b>	Custodial staff will work as directed by the Director of Facilities and Head Custodian. The Director of Facilities and Head Custodian will oversee and ensure school buildings are being cleaned properly. Building Administration will also assist with notification and information about building conditions and issues that need to be discussed or addressed. Custodial staff has received pandemic awareness training. Training provided essential information about communicable diseases. Training also included information about personal protective equipment, cleaning products, proper disinfection, sanitization, product use, product labels, Safety Data Sheets, and manufacturers' requirements for use. The district will provide custodial staff with the required personal protective equipment and cleaning supplies to maintain a safe working environment. Staff shifts and personnel will be scheduled accordingly based on the needs of the district. As with all staff, custodial personnel will follow district protocols required by the CDC, DOL, DOH and the district while providing services and on breaks.	<b>1</b>
<b>Educational</b>	The Director of Curriculum Instruction and Technology Services will work with the Superintendent and Administration to determine the level of on-site education and or implement the District Remote Learning Plan.	<b>1</b>
<b>Outside Contractors</b>	Outside contractors will be scheduled and work will be performed with the oversight of the Director of Facilities. All outside contractors will notify the Director of Facilities when they arrive on-site. Outside contractors will be informed of district procedures and policy before they are allowed to work on the premises. Companies performing work on site will provide their employees with the proper PPE to comply with district policy. Outside contractors who do not or cannot work safely will not be allowed on district property.	<b>1</b>



<b>Food Service</b>	All Food Service operations will be determined by the Superintendent and Assistant Superintendent of Finance and Management. All District protocols will be initiated by the Food Service Director.	<b>1</b>
<b>Transportation</b>	Transportation will provide services directed by the Superintendent and Assistant Superintendent of Finance and Management. The Transportation Director will supervise operations. The District will provide safe and secure transportation based on the needs of the District and learning environment. Protocols will be established and the Transportation Director has received proper training for cleaning and sanitizing buses. The Transportation Director will provide employees with the training and proper PPE and disinfection equipment to effectively maintain the transportation fleet. Records will be maintained accurately to ensure bus safety procedures are being followed. The Transportation Director will schedule staff and bussing pickup and drop off according to the needs of district. The District will continually inform staff and parents of changes to procedures as necessary.	<b>1</b>
<b>B.O.E</b>	The Board of Education and Superintendent of Schools will dictate school policy and procedures.	<b>1</b>
<b>Outside Deliveries</b>	Deliveries will be coordinated with the Director of Facilities, Head Custodian, and Building Custodians and Laborers. The Director of Facilities will inform companies of district policy and procedures in advance. All delivery agents will be required to notify the district prior to arrival on District and strictly adhere to district policy while on site. Employers will be required to provide their employees with the proper PPE to work safely while on site.	<b>1</b>

## Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology	Director of Curriculum, Instruction and Technology Services	The IT manager establishes all priorities for IT task and organizes staff. IT staff members provide support in setting up hardware and software, network management, and help desk support.
Administration and Oversight	Superintendent of Schools	The Superintendent is the decision-maker for the entire district.
Operations	Assistant Superintendent of Finance and Management	The Assistant Superintendent of Finance and Management ensures all essential functions are maintained.
Health Services	Assistant Superintendent of Personnel and Pupil Services	Directs all Health Services.
Education	Director of Curriculum Instruction and Technology Services	The Director of Instructional Technology and Learning determines the educational plan in conjunction with the Superintendent and Administration.
Facilities	Director of Facilities	The Director of Facilities maintains the necessary level of cleaning and sanitizing.
Administration	Principals, Assistant Principals, Directors	The Principals, Assistant Principals, and Directors are the liaisons between students, families, and employees in the building.
Cleaning and Sanitizing	Buildings and Grounds Staff, Custodial Maintenance, Laborers and Groundsman	Performs all cleaning, sanitization, and necessary upkeep of the buildings.
Support	District Clerical Staff	Provides necessary support for all Administrators.
Health Services	Nurses	Implements all Health Services.

## Reducing Risk Through Remote Work and Staggered Shifts

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

### Remote Work Protocols

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

1. Identification of staff who will work remotely
2. Approval and assignment of remote work
3. Equipping staff for remote work, which may include:
  - a. Internet capable laptop
  - b. Necessary peripherals
  - c. Access to VPN and/or secure network drives
  - d. Access to software and databases necessary to perform their duties
  - e. A solution for telephone communications, i.e.: the forwarding of phone lines to off-site staff

The Superintendent of Schools and the District Administrative Staff will determine the level of remote working for all district employees in conjunction with all NYSDOH guidelines.

### Staggered Shifts

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

1. Identification of positions for which work hours will be staggered
2. Approval and assignment of changed work hours

Administration and Directors will work with the Superintendent of Schools or a designee to formulate a calendar that schedules employees based on the needs of the District.

## Personal Protective Equipment

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our employees and contractors. PPE which may be needed can include:

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

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

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location
2. Procurement of PPE
  - a. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee during any given work shift for at least six months
  - b. Public employers must be able to mitigate supply chain disruptions to meet this requirement
3. Storage of, access to, and monitoring of PPE stock
  - a. PPE must be stored in a manner which will prevent degradation
  - b. Employees and contractors must have immediate access to PPE in the event of an emergency
  - c. The supply of PPE must be monitored to ensure integrity and to track usage rates

The Director of Facilities and the Head Custodian will be responsible for insuring the proper PPE is available at all buildings for required applications. The District will work to ensure we maintain a six-month supply of PPE as directed above for all faculty and students. An extra supply of PPE will be available in all buildings and held with the Principals, Nurses, or Custodial staff. The **Niagara Wheatfield Central School District** participates in the Orleans/Niagara Cooperative Bid Purchasing Agreement. It provides a comprehensive list of suppliers and products used for maintaining employee safety, disinfecting, and sanitization protocols.

Surplus PPE will be stored in a dry, secured central location. Access to the surplus PPE can only be made by the Director of Facilities or the Head Custodian as this will ensure the accurate accountability of all supplies on hand. The Head Custodian will be responsible for keeping accurate records and reporting.

## **Staff Exposures, Cleaning, and Disinfection**

### **Staff Exposures**

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

- A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
  - 1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for the lesser of 14 days or other current CDC/public health guidance for the communicable disease in question.
    - a. As possible, these employees will be permitted to work remotely during this period of time if they are not ill.
    - b. All necessary parties will be notified of staff exposure through contact tracing.
    - c. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing.
  - 2. CDC guidelines for COVID-19 provide that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
    - a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
    - b. In-person interactions with the subject employee or contractor will be limited as much as possible.
    - c. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol at least every hour, as practical. See the section on Cleaning and Disinfection for additional information on that subject.
    - d. If at any time they exhibit symptoms, refer to item B below.
    - e. The Superintendent of School, or his designee, in the organization is the decision-maker in these circumstances and who is responsible for ensuring these protocols are followed.
- B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
  - 1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
  - 2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.

3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.
  4. **Niagara Wheatfield Central School District** will require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for sick leave, or return to work unless there is a recommendation from the CDC/public health officials to do so.
  5. CDC criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 24 hours have passed since the last instance of fever without the use of fever-reducing medications. If the disease in question is other than COVID-19, CDC and other public guidance shall be referenced.
  6. The Assistant Superintendent of Personnel and Pupil Services in the organization must be informed in these circumstances and who is responsible for ensuring these protocols are followed.
- C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
1. Apply the steps identified in item B, above, as applicable.
  2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
    - a. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
    - b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
    - c. See the section on Cleaning and Disinfection for additional information on that subject.
  3. Identification of potential employee and contractor exposures will be conducted
    - a. If an employee or contractor is confirmed to have the disease in question, the Superintendent, or his designee, should inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
    - b. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow CDC/public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

## **Cleaning and Disinfecting**

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

1. As possible, employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum, in conjunction with District custodial staff and will be offered the necessary use and compliance training.
  - a. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected at least hourly.
  - b. The Head Custodian under supervision from the Director of Facilities will coordinate and establish cleaning guidelines and schedules for all cleaners to cover the common areas listed above.
2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
3. Soiled surfaces will be cleaned with soap and water before being disinfected.
4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

## **Provision of Leave and Designation and Recording of Absences from Work**

Provision of leave for employees and/or contractors, and designation and recording of absences from work, shall be handled consistent with applicable law, applicable contracts, and guidance from regulatory authorities having jurisdiction.

## **Documentation of Work Hours and Locations**

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

This information may be used by **Niagara Wheatfield Central School District** to support contact tracing within the organization and may be shared with local public health officials.

# Niagara Wheatfield Emergency Remote Instruction Plan

## Summary

**Niagara Wheatfield Central School District (NWCSd) has committed financial, training, and staff resources to ensure that each child has the ability to participate in remote learning opportunities.**

NWCSd has enough inventory to ensure that students have **1:1 access** in each classroom throughout the day. Buildings / Counseling Departments identify students in need of Chromebooks and MiFi; **device loans** are provided from existing inventory. NWCSd uses vetted **communication systems** that integrate with our Student Management System and our Employee Data System to provide voice, text, and email notifications to all staff and families. **Technology Support** is provided via direct-dial phone extensions and website forms. Technology assistance and hardware repairs will be conducted over-the-phone where possible and in-person when necessary.

In a fully remote learning situation, **Elementary students will participate in 160 min of synchronous instruction each day. Secondary students will participate in synchronous instruction that corresponds to their existing schedule - approximately 300 minutes each day for a student with seven instructional classes.** In instances where daily whole-class synchronous instruction is not feasible or would lack fidelity due to class size constraints or other issues the amount of synchronous instruction will half as noted.

This Emergency Remote Instruction Plan will be reviewed annually by a collaboration of teachers, administrators, Board of Education members, and parents - as part of the District-Wide School Safety Plan.

## 1. Access to Devices

How will the district ensure that all students have access to a computing device?

- In alignment with the Technology Plan, by the start of the 2023-2024 school year, each classroom will be "1:1" with chromebooks for student use. Each chromebook has a built-in camera and is capable of working on or off site.
- Furthermore, students who have a need for a device at home are provided with a loaned device for the duration of the school year.
- Should an emergency remote instruction situation arise, students with loaned devices will already be set, while families with multiple children (but limited devices) will communicate their need through their child's school counselor. Technology staff will in turn address the need with existing classroom inventory.
- Between the loaned devices, as well as the 1:1 chromebook to student ratio in classrooms, NWCSd has the inventory needed to provide each child a device - if needed.

How will the district disseminate computing devices to students?

- Those who expressed a need during the school year will already have devices.
- Families of children who require an additional device for use at home during the period of fully remote instruction will contact the school requesting the loan, and subsequently pick up the device from the



# Niagara Wheatfield Emergency Remote Instruction Plan

school. Given the strong building/classroom inventory, distribution could happen the same day as the request.

How will the district communicate with families about the dissemination of computing devices?

- In the event of an emergency remote closure, the District will communicate via District-level phone, email and text and Classroom-level email and mobile apps to convey the manner in which families may request a loaned device.

How will devices be serviced and/or replaced?

- All technology support will be directed either to
  - an existing, published, phone number - monitored throughout the day
  - A web-based Google Form, also monitored throughout the day
- Devices will be able to be dropped off to a child's school building and swapped out for a functional device - minimizing downtime.

If not using computing devices, how will students participate in synchronous instruction?

- We would anticipate this to be an infrequent situation given our capacity to provide both computing devices and internet connectivity, and thus would address this on a case by case basis.
- In situations related to students who require special instructional services, there would be an individualized plan developed including visits by service providers, early phased-in return to school as permitted by the circumstances, and direct phone calls and related check-ins by teaching staff.

Is your plan consistent with the information provided by families in the Student Digital Resources data collection?

- Yes, we use the information from the SDR Data Collection in combination with the information provided by our school counselors - who are in communication with our families.

## 2. Internet Connectivity

How will the district determine the need for access to the internet in students' places of residence?

- The District is already aware of families who are in need of access to the internet in students' places of residence through our regular communication with families via school counselors, the family support center, and regular reach-out programming as part of our school attendance program.
- Should there be additional need in the event of an emergency remote closure, families of children who require an additional device for use at home during the period of fully remote instruction will contact the school requesting the loan, and subsequently pick up the device from the school. Given the strong building/classroom inventory, distribution could happen the same day as the request.

# Niagara Wheatfield Emergency Remote Instruction Plan

How will the District ensure that all students have access to the internet?

- Students who have a need for internet connectivity at home are provided with a loaned MiFi for the duration of the school year.
- In situations where cell phone mobile towers are too distant from a home to provide a strong connection, NWCSO provides loans of mobile hotspot boosters, with the capacity to reach weak mobile signals and increase their bandwidth enabling MiFi hotspots to function

How will the District work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?

- NWCSO ensures that each child has access to Wi-Fi access points in their place of residence, and thus public access would be less of a concern. Furthermore our District is geographically large with only a handful of walking neighborhoods for young children. Community wifi access points would not be as sensible an expenditure of resources as a residence-based solution.
- However, NWCSO does have relationships with local volunteer fire halls in the event that a larger space would be necessary on a temporary basis as a staging area or meeting location.

Is your plan consistent with the information provided by families in the Student Digital Resources data collection?

- Yes, we use the information from the SDR Data Collection in combination with the information provided by our school counselors - who are in communication with our families.

## 3. Instruction

How will the District ensure that school staff have the necessary tools, including device and wifi, to deliver emergency remote instruction from their places of residence?

- In alignment with the Technology Plan, by the start of the 2023-2024 school year, each teacher will have a Windows based laptop with a built-in camera, for their home or work use. This device is in addition to the desktop computers permanently installed in their classrooms, and thus may be left home in anticipation of work-from-home situations. Furthermore, the devices are running a management software that ensures that all required system updates are installed, without the need to bring the device back to campus.
- Should an emergency remote instruction event occur, teaching staff without reliable access to the internet will be provided with MiFi device loans upon request.

What is Synchronous and Asynchronous Instruction?

- Synchronous "Live" Instruction (utilizing Zoom, or a similar live streaming video conferencing software) will permit teachers to deliver real time instruction to a full group or subset of students. This model provides for active interaction between students and their teacher. Teachers will make personal connections with all students during scheduled class times. These connections will allow teachers to take

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attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but will be the primary mode of instruction and substantial enough to guide learning.

- Asynchronous “Flipped” Instruction (utilizing Google Classroom, or a similar online student learning system) will permit teachers to deliver captured or recorded lessons with associated expectations for students participation and assignment completion. This could include online instructional activities, videos, assessments, and other independent or collaborative work.

What portion of the school day will be spent on synchronous and asynchronous instruction?

- The elementary level school day is five hours, while the secondary level school day is five and one half hours. NWCSO contends that this much screen time, although intended for instructional purposes, is not appropriate for children. Therefore, in the event of an emergency remote instruction event, instruction will be both synchronous and asynchronous, scheduled in segments throughout the course of the day.
- At the K-5 elementary level:
  - Synchronous instruction will include one hour for ELA, one hour for math, 30 minutes for science or social studies, 30 minutes for social emotional learning activities, and 40 minutes for an art, music, or directed physical education
  - The balance of the day, one hour and 20 minutes, would be a mix of class breaks, lunch and asynchronous instruction.
- At the 6-12 secondary level:
  - Synchronous instruction will follow a child’s existing schedule. Scheduled classes will generally be synchronous, while study halls, lunch, and passing time will provide students with an opportunity to complete homework assignments. Out of a standard eight 40-minute period schedule, one of which is lunch, Synchronous instruction would typically account for four hours and forty minutes with class breaks, lunch, and asynchronous instruction in between.
- Exception
  - In situations where daily whole-class synchronous instruction is not feasible or would lack fidelity due to class size constraints or other issues, students would either:
    - alternate between fully synchronous and asynchronous days on an A/B schedule. In this case, asynchronous instruction would account for half of a students’ instructional time, over the span of multiple days.
    - Engage in half the amount of synchronous instruction each day, while split into A/B groups - in order to reduce instructional group size.

How will instruction be personalized to support students’ individualized needs, including supporting ELL/ML students?

- The Committee on Special Education (CSE) develops individual goals/classroom accommodations for students with disabilities. A child’s Individual Educational Plan (IEP) is developed specifically to meet the educational and social/emotional needs of each child. English Language Learners (ELLs) are assessed

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each year to determine their level of language proficiency and this allows the teacher to target specific areas of needs for every student.

What training is provided to teachers in order to help adapt their instruction to the district expectations?

- The vast majority of current teaching staff participated in comprehensive District-wide training prior to the start of the 2020-2021 school year. However, teachers who are new to our staff engage in similar training upon hire - if those skills are not already developed. That training includes:
  - Live Streaming Synchronous Instruction
  - Developing rigorous online-based asynchronous instructional materials
  - Creating and maintaining an online student learning system classroom
  - Assessing students remotely with online tools

## 4. Alternatives to Digital Technology

How will the District determine which students for whom remote instruction via digital technology is not appropriate?

- School counselors and students' case managers would have the connection to the students and their families to identify those for whom digital technology based remote instruction would not be appropriate.

How will the district provide synchronous instruction for those students for whom remote instruction by digital technology is not appropriate?

- Along the same lines as is referenced in section one, NWCSO would anticipate this to be an infrequent situation and thus would address this on a case by case basis.
- However, in situations related to students who require special instructional services, there would be an individualized plan developed including visits by service providers, early phased-in return to school as permitted by the circumstances, and direct phone calls and related check-ins by teaching staff.

How will the District provide synchronous instruction for those students who do not have adequate internet access?

- As referenced in section two, the District will provide a loaned MiFi to students who have a need for internet connectivity at home.
- In situations where cell phone mobile towers are too distant from a home to provide a strong connection, NWCSO will provide a loan of a mobile hotspot booster, with the capacity to reach weak mobile signals and increase their bandwidth enabling MiFi hotspots to function

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## 5. Special Education and Related Services

How will the district ensure that special education and related services will be provided remotely?

- NWCSO Special Programs has the ability to cross contract with a number of programs that provide full time virtual learning options for students with disabilities. If the CSE recommends a student for a virtual program, he or she is provided with the necessary technology in order to participate at home. When necessary, virtual therapies are provided via Zoom and/or Google and the therapies are offered training in these virtual platforms.

How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?

- If a virtual learning program is recommended for a student through the CSE, the IEP is developed in a way in which any type of instruction and/or therapy session is conducive to a virtual platform. The committee decides how best to deliver quality services that are comparable to traditional in-person services. Teachers and therapists are offered professional development opportunities to learn how to use any technology necessary to facilitate virtual teaching/therapy.

## 6. Instructional Hours

How many hours of instruction will the district plan to claim for each day of an emergency closure?

- In the event of an emergency closure, NWCSO plans to claim five hours per day at the elementary level and five and one half hours per day at the secondary level.