

**Lewiston-Porter
Central
School District**

**District-Wide School
Safety Plan**

2023 - 2024 School Year

Revised June 2023

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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**, 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 School 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 **Lewiston-Porter Central School District-Wide School Safety Plan** was developed pursuant to Commissioner's Regulation 155.17. At the direction of the **Lewiston-Porter Central School District Board of Education**, the **Superintendent of Lewiston-Porter 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 **Lewiston-Porter Central School District** has appointed a **District-Wide School Safety Team** consisting of, but not limited to:

District Administrator
School Board Members
Teacher Representatives
Nursing Representatives
Student Representatives
Building Representatives
PTA Representatives
Insurance Representatives
Director of Facilities
Building Principal Representatives
Parent Representative
Lewiston Police Department Representative
Fire Department Representative
Orleans/Niagara BOCES Safety Risk Specialist

Concept of Operations

- The **District-Wide School Safety Plan** is directly linked to the individual **Building Level School 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 School Emergency Response Plan**.
- The **District-Wide School Safety Plan** includes the designation of the school Superintendent or school Superintendent's designee, as the district's **Chief Emergency Officer**, who is responsible for coordinating communication between staff and law enforcement and first responders and for ensuring staff understanding of the **District-Wide School Safety Plan**. The Chief Emergency Officer shall also be responsible for ensuring completion and yearly update of the **Building Level School Emergency Response Plan**.
- 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 (e) (3), this plan was made available for public comment 30 days prior to its adoption. The initial **District-Wide School Safety Plan** was adopted by the School Board after one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties. The plan was formally adopted by the Board of Education on June 18, 2001. The **District-Wide School Safety Plan** is reviewed and updated annually.
- 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 **Building Level School Emergency Response Plan** is submitted to local law and fire/ems agencies and entered on the SEDDAS' business portal of NYSED for New York State Police.
- This plan is reviewed periodically during the year and is maintained by the **District-Wide School Safety Team**. The required annual review is completed on or before **September 1** of each year. **The District-Wide School Safety Plan is located in the Office of the Superintendent.**
- While linked to the **District-Wide School Safety Plan**, the **Building Level School Emergency Response Plan** shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers law or any other provision of law in accordance with Education Law Section 2801 – a.

RISK REDUCTION / PREVENTION AND INTERVENTION

Prevention / Intervention Strategies

Program Initiatives: Prevention / Faculty

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

1. Compliance with district's Code of Conduct.
2. Strategies for Crisis Prevention and Intervention (CPI) technique training.
3. An Alternative Placement Program for intervention of violent students who cannot function in a regular school environment is operated by BOCES.
4. Alternative Education programs are operated by BOCES and address the criteria under the section entitled Early Detection of Potentially Violent Behaviors.
5. The **Lewiston-Porter 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. The district is committed to the Dignity for All Students Act (DASA).

Program Initiatives: Prevention / Students

Non – Violent Conflict Resolution Programs

The **Lewiston-Porter Central School District** will continue to develop a comprehensive K-12 Non-violent Conflict Resolution Program built on existing and evolving programs. These programs are designed for age appropriate integration and consists of the following:

Elementary School Level: Introduce students to creative problem solving, anti bullying, disability awareness, building a caring environment, dealing with everyday pressures, 7 Habits of Happy Kids, Second Step (K-3 PEC), Lancer and Lighthouse Student Leaders (K-5), tolerance and personal safety information is shared during classroom and assembly programs and the Kiwanis of Lewiston program (K-Kids Activity Counsel).

Middle School Level: Provides students with programs that deal with character education development of leadership skills, diversity, antibullying, anger management, conflict resolution, building mutual respect, conflict resolution, personal safety and providing service to school and committee.

After school tutorial program assists students with a safe environment to receive additional assistance.

Builders Club sponsored by the Kiwanis Club of Lewiston helps students build leadership skills and service to the community.

The middle school provides training and assist students through its character/assets development program, its advisory class which provides students with a faculty mentor to assist with problems and through health class and after school clubs.

High School Level: Students receive training in creative problem solving, anger management, mutual respect, conflict resolution, character building, diversity and personal safety. Training is incorporated into health and other class curriculums, through afterschool activities and clubs and through its crisis team that works with at risk students.

Peer Mediation Programs

Elementary School Level: Full time building social workers and principals support conflict resolution and all mediation matters.

Middle School Level: Train peer mediators at 8th Grade Level to work with non-violent student problems. Under the direction of a faculty advisor, students will conduct mediation sessions to de-escalate problems. Students will also act as peace advocates, discussing role-playing and distributing non-violent problem solving information to all middle school grade levels. Web program trains student mentors to facilitate orientation and transition for uneasy students.

High School Level: Train and use student mediators to diffuse student conflicts. A faculty advisor will select students to be members of a consistent group that will diffuse non-violent student problems at the High school level. A key role of this group will be to mentor Middle, Intermediate, and Elementary school students in the use of peer mediation as a problem solving tool.

Extended Day and Other School Safety Programs

The **Lewiston-Porter Central School District** has increased its extended day program to provide a safe environment for after school learning, cultural, and athletic activities. Some of these expanded programs included but are not limited to:

- a. After school homework labs – to provide extended time and assistance to students to complete home work assignments and develop learning skills and techniques. An Academic Achievement Center was created to assist students with tutoring assistance.
- b. Intramural sports and modified sport activities in as many areas as possible.
- c. Clubs / Activities – that provide students with positive character building.

Strategies for Improving Communication Among Students and Between Students and Staff

The **Lewiston-Porter Central School District** has developed various strategies for the improvement of communications among students and between students and staff. A teaching component for all grade levels, elementary, middle, and high school is offered.

At the Middle School level, faculty mentor are assigned to small groups of students to develop communication between staff and students and assist students with problems.

At the High School level selected students attend student leadership programs where they are trained to work with other students on school issues and problems and to work with staff to address those problems.

A care team comprised of teachers works with students, referred to them, who have identified needs.

The Lewiston-Porter 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 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. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at 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 & 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:

- 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 (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).
- 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 School 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.

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

- 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 **Lewiston-Porter 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.

1. Screening of potential new employees which includes:
 - Providing a resume
 - Providing two references
 - Submit to a criminal history background check that includes fingerprinting (for all new employees hired after July 1, 2001)

Implementation of School Security

1. All exterior doors will remain locked during the day. Electronic door controls and cameras have been installed at main entrances and other strategic locations within school buildings.
2. Every door will be accessible as an exit.
3. All classroom doors will be locked when unattended.
4. A sign at the main entrance will direct all visitors to "Report to the Office".
5. All visitors are required to sign in, and if they need access to other areas of the building, they will be issued a "Visitor" ID tag or escorted by an employee.

Security Personnel – Hall Monitors

The **Lewiston-Porter Central School District** utilizes the service of school resource officers and hall monitors to routinely patrol assigned buildings. They may be assigned to other buildings based on need.

All security officers working for the school district must possess a current New York State Department of State Security Guard Certification.

Periodically throughout the school year, the **Lewiston-Porter Central School District** hires members of the Lewiston Police Department to provide additional security during periods of high concern.

Typical work activities of Security and Hall Monitors:

1. 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 insure compliance with school rules;
2. Inspects corridor passes and other passes when classes are in session and escorts persons lacking passes to the Principal's office;
3. Welcomes and oversees 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;
4. Escorts disruptive or uncooperative students from areas in which they are under teacher supervision to an administrator's office for disciplinary action;
5. Provides security at evening or weekend events;
6. Inspects lockers and conducts searches for controlled substances or alcohol;
7. Provides traffic control, monitors parking permits and investigates transportation discipline issues;
8. Acts as security consultant to Administrators and as liaison with courts and law enforcement agencies;
9. Conducts home visits in order to investigate truancy;
10. Maintains records and makes oral and written reports related to the work.

School Resource Information

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

1. School population
2. Number of staff
3. Transportation needs
4. Office and home telephone numbers of key officials of each educational agency

The **Building Level Emergency Response Teams** will insure 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.

1. Information may be made available to parents / guardians on how to identify potentially violent behavior.
2. 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.

Hazard Identification of Sites of Potential Emergencies

The **Lewiston-Porter Central School District** has established procedures in the **Building Level School 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:

Areas at Risk – On Site:

**High School
Middle School
Primary Education Center
Intermediate Center
Community Resource Center
Athletic Fields**

Areas at Risk – Off Site:

**Creek Road (Front of District Complex)
CWM (Chemical Waste Management)**

Areas of Potential Emergencies – On Site: for addresses and telephone numbers see the School Building Information in the **Building Level School Emergency Response Plan**.

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

Special arrangements have been made with CWM to minimize the potential for emergencies.

1. Large trucks delivering chemicals to CWM will not use Creek Road during periods of time school buses are operating.
2. Vehicles making deliveries to CWM will not travel in groups and allow only one delivery truck at a time to pass schools.
3. In the event of an emergency at CWM the district will be immediately notified so that they can implement required safety procedures.

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

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	

Notification of Educational Agencies

In the event of an emergency or disaster within the **Lewiston-Porter 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 **Lewiston-Porter Central School District**.

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

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

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.

- Shelter-In-Place
- Hold-In-Place
- Evacuation (required per 8 NYCRR Section 155.17)
- Lock-out
- Lock-down

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 School Emergency Response Plan**. 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
- Hazardous Material Incident – On Site
- Hazardous Material incident – Off Site
- Radiological Incident
- Water Emergency

Explosion and Fire

- Explosion / Fire Emergency

Systems Failure

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

Medical Emergencies

- Communicable Diseases
- Epidemic / Pandemic

Acts of Violence

The **Lewiston-Porter 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 School Emergency Response Plan** and 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
- Inform building principal of implied or direct threat
- Determine level of threat with District 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 Environ. 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 School 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 School Emergency Response Plan** as deemed appropriate by the Incident Commander. Specific resources are identified in the **Building Level School 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 School 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., work space, 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.

CHAIN OF COMMAND

The **Superintendent of Lewiston-Porter Central School District** will be responsible for designation of response actions necessary to cope with an emergency.

**Superintendent of Schools / Chief Emergency Officer
(Public Information Officer)**

Mr. Paul Casseri

Office: 716-286-7266

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

Assistant Superintendent of Administrative Services

Dr. Michael F. Lewis

Office: 716-286-7241

Assistant Superintendent for Curriculum and Instruction

Dr. Heather Lyon

Office: 716-286-7244

Director of Facilities

Paul Feathers Jr.

Office: 716-286-7290

Director of Special Education and Grant Writing

Ms. Lynn Hewitt

Office: 716-286-7248 or
716-286-7249

BUILDING ADMINISTRATION

In the event an emergency occurs at a particular school, the school building principal or his/her designee shall initiate the appropriate response action when immediate action becomes necessary.

High School Principal

Christopher D'Anna

Office: 716-286-2116

High School Assistant Principal

John Evert

Office: 716-286-2115

Middle School Principal

Andrew Auer

Office: 716-286-7201

Middle School Assistant Principal

Rachel Mychajluk

Office: 716-286-7803

Intermediate Education Center Principal

Tina Rodriguez

Office: 716-286-7251

Primary Education Center Principal

Tamara Larson

Office: 716-286-7220

Director of Facilities / Safety Officer

Paul Feathers Jr.

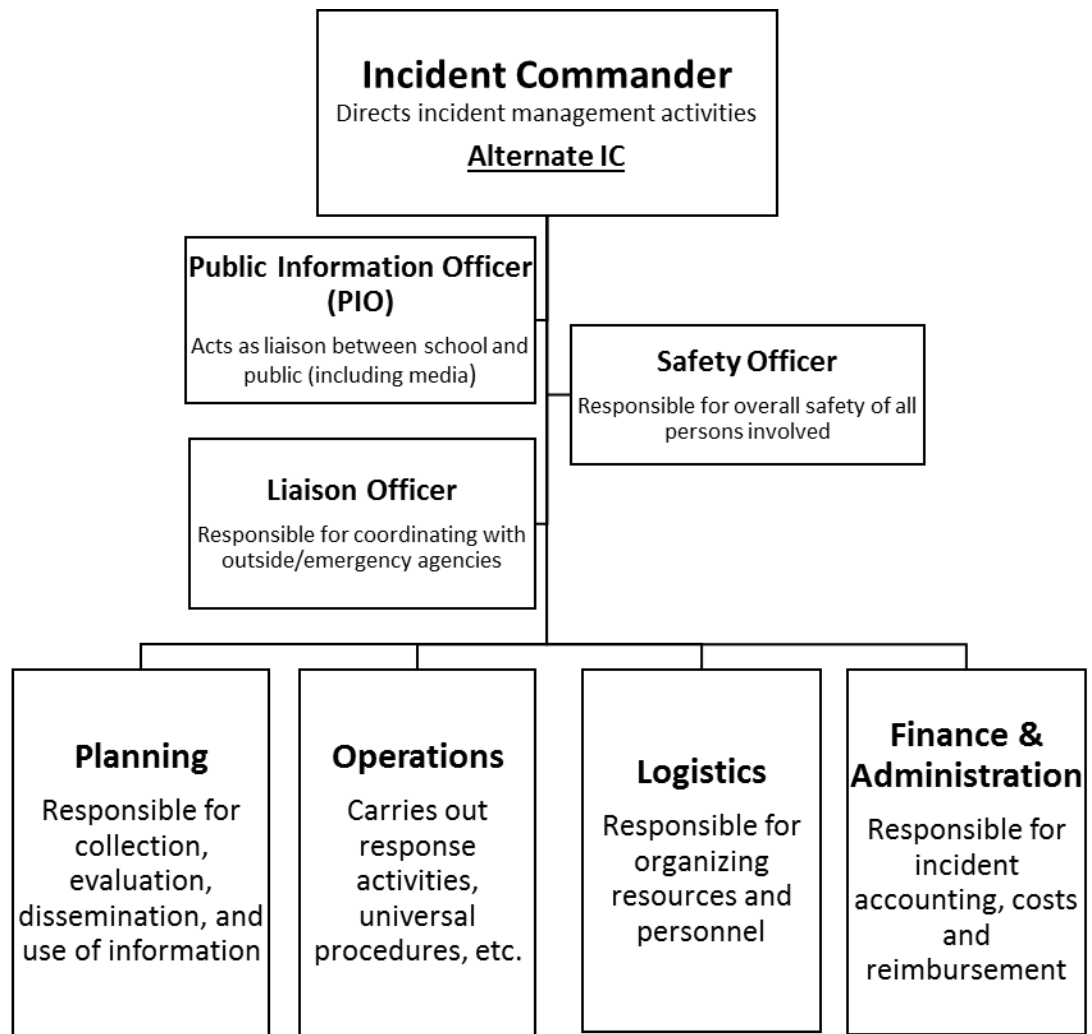
Office: 716-286-7290

Direction, Control, and Coordination

School Incident Command System

To provide for effective direction, control and coordination of an incident, the **Building Level School 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:



Supplemental Information as found in the Building Level School 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 parent/guardian 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 De-briefing 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 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.

APPENDIXES

Memorandum of Understanding Regarding the School Resource Officer

Public Health Emergency Continuation of Operations Plan

Emergency Remote Instruction Plan

Lewiston-Porter Central School District



Public Health Emergency Continuation of Operations Plan

Reviewed June 2023

Revised June 2022

Date of Board Approved Plan: 03/22/2021

This plan has been developed in accordance with NYS legislation S8617B/A10832.

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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 LPOEA, LPUT, LPAP, CSEA 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

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 **Lewiston-Porter 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 **Lewiston-Porter 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 **Lewiston-Porter Central School District** shall be notified by 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 email and District Messaging System. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent/designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of **Lewiston-Porter 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 **Lewiston-Porter 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, **Lewiston-Porter 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 **Lewiston-Porter Central School District**

The **Lewiston-Porter 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 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 **Lewiston-Porter Central School District** have been identified as:

Essential Function	Description	Priority
Superintendent of Schools	Oversees and plans. Assigns critical functions ensuring compliance with 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.	1
Board of Education	The Board of Education and the Superintendent of Schools will dictate school policy and procedures.	1
Assistant Superintendent for Administrative Services	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools and Assistant Superintendent for Curriculum, Instruction, and Technology. Oversees the functions of the Business Office. Communicates directly with administration to assist with planning and daily functions to achieve District goals and maintain safety equipment and supplies. Assists with CDC, DOH, and NYSED regulations including oversight of NYS recording requirements and Nursing staff.	1
Assistant Superintendent for Curriculum, Instruction, and Technology	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools and Assistant Superintendent for Administrative Services. Communicates directly with the administration to assist with planning and functions, ensuring that the needs of the district are being met. Reports to the Superintendent of Schools.	1
Administration	Coordinates functions delegated by the Superintendent of Schools. Assigns tasks to facilitate and accomplish District goals. Communicates regularly with the Assistant Superintendent for Administrative Services and the Assistant Superintendent for Curriculum, Instruction, and Technology. 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.	1

Director of Facilities	Coordinates functions with the Superintendent of Schools, Assistant Superintendent for Administrative Services, Administration, and Staff. Responsible for staffing, maintenance activities, custodial duties including ordering supplies, training, scheduling to meet the needs of the district. Instructs and informs staff of district policy and procedures including personal protection, cleaning procedures, and methods of reporting and 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 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.	1
Head of Maintenance	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.	1
Office of the Superintendent and District Clerk	Assists the Superintendent of Schools and the Board of Education with maintaining critical and vital services. Provides record keeping and administrative support. As the District Clerk will continue to provide all vital services and maintain all Board records.	1

Business Office	Assists the Superintendent of Schools and the Assistant Superintendent for Administrative Services 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.	1
Technology Department	Director of Technology and Data 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.	1
School Nurses	Assists with the goals of the district. Provide medical insight and support to help maintain a healthy school population. Assists with planning and achieving district goals. Provides support and assistance to carry out orders from the School Physician, 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 for Administrative Services.	1
Building Secretaries	Staff will continue to perform vital services as directed by the Superintendent of Schools and directed by their building 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 on site. Administration will provide necessary means and materials to safely and effectively work in a remote setting as well.	1

Maintenance Staff	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, (PESH), 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.	1
Custodial Staff	Custodial staff will work as directed by the Director of Facilities and Head of Maintenance. The Director of Facilities and Head of Maintenance 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 and sanitation, and 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, (PESH), DOH, and district while providing services and on breaks.	1
Outside Contractors	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.	1
Food Service	All Food Service operations will be determined by the Assistant Superintendent for Administrative Services. All district protocols will be initiated by the District Food Service contractor.	1

<p>Transportation</p>	<p>Transportation will provide services directed by the Assistant Superintendent for Administrative Services. The Transportation Coordinator 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 Contractor has received proper training for cleaning and sanitizing buses. The Transportation Contractor will provide their 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 Coordinator will schedule staff and bussing pickup and drop off according to the needs of the district. The district will continually inform staff and parents of changes to procedures as necessary.</p>	<p>1</p>
<p>Outside Deliveries</p>	<p>Deliveries will be coordinated with the Director of Facilities, the Head of Maintenance, custodians. 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 at the 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.</p>	<p>1</p>

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 Technology & Data Technology Coordinator Network Managers	The Director of Technology and Data establishes all priorities for the 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 for Administrative Services	The Assistant Superintendent for Administrative Services ensures all essential functions are maintained.
Education	Assistant Superintendent for Curriculum, Instruction and Technology	The Assistant Superintendent for Curriculum, Instruction and Technology determines the educational plan.
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 and Laborers and Grounds Staff	Performs all cleaning and sanitization and necessary upkeep of the buildings.
Support	Secretary to the Superintendent/District Clerk	Provides necessary support to the Superintendent of Schools and the Board of Education.
Support	District Clerical Staff	Provides necessary support for all Administrators.
Health Services	School Nurses	Directs 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. Note that phone lines may need to be forwarded to off-site staff

The Superintendent of Schools and the Assistant Superintendent for Administrative Services 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, **Lewiston-Porter 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

The Director of Facilities will work with the Superintendent of Schools/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 and contractor 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 of Maintenance will be responsible for ensuring 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, students. An extra supply of PPE will be available in all buildings with the Principals, Nurses and Custodial staff. The **Lewiston-Porter Central School District** participates in the Orleans-Niagara Corporative Bid Purchasing Agreement. They provide 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 of PPE can only be made by the Director of Facilities and Head of Maintenance as this will ensure the accurate accountability of all supplies on hand. The Head of Maintenance will be responsible for keeping accurate records and reporting.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized under several categories based on 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 Schools/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 County's criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 72 hours have passed since the instance of fever without the use of fever-reducing medications. If the disease in question is other than COVID-19, Niagara County and other public guidance shall be referenced.
 5. The Assistant Superintendent for Administrative 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 of Schools/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.
 - a. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected at least hourly.
 - b. The Head of Maintenance under the 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.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which **Lewiston-Porter Central School District** is committed to reducing the burden on our employees and contractors. The Families First Coronavirus Response Act provided requirements related to the COVID-19 pandemic, which from the policies outlined below. This policy may be altered based upon changes in law or regulation, as applicable.

Employee and Contractor Leave Public health emergencies are extenuating and unanticipated circumstances in which **Lewiston-Porter Central School District** is committed to reducing the burden on our employees and contractors. The Families First Coronavirus Response Act provided requirements related to the COVID-19 pandemic, which form the policies outlined below. This policy may be altered based upon changes in law or regulation, as applicable. It is our policy that employees of **Lewiston-Porter Central School District** will not be charged with leave time for testing. Employees will be provided with up to two weeks (80 hours) of paid sick leave at the employee's regular rate of pay for a period which the employee is unable to work due to quarantine (in accordance with federal, state, or local orders or advice of a healthcare provider), and/or experiencing symptoms and seeking medical diagnosis which leads to isolation. Further, **Lewiston-Porter Central School District** will provide up to two weeks (80 hours) of paid sick leave at two-thirds the employee's regular rate of pay if the employee is unable to work because of a bona fide need to care for an individual subject to quarantine (pursuant to federal, state, or local orders or advice of a healthcare provider), or to care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for

reasons related to the public health emergency, and/or the employee is experiencing a substantially similar condition as specified by the CDC/public health officials. This provision may be modified if an employee is able to effectively work remotely and the need exists for them to do so.

Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of **Lewiston-Porter Central School District**, and as such are not provided with paid leave time by **Lewiston-Porter Central School District**, unless required by law.

Documentation of Work Hours and Locations

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

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

**Lewiston-Porter
Central
School District**

**Emergency Remote
Instruction Plan**

June 2023

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Introduction

Lewiston-Porter Central School District developed the following **Emergency Remote Instruction Plan** to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The **Emergency Remote Instruction Plan** meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan.

Background Information

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's **Emergency Remote Instruction Plan**.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their **District-Wide School Safety Plans** to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The **Emergency Remote Instruction Plan** must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022. Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to

identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

Remote Instruction

The Commissioner's regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

Unscheduled School Delays and Early Releases

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State Aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5).

The **Emergency Remote Instruction Plan** shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

Ensuring Accessibility and Availability (Internet, Computers / Devices)

Lewiston-Porter Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the **Powerschool and DataWarehouse**. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy 7150 Remote Learning and 8270 Instructional Technology and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

Lewiston-Porter Central School District Emergency Remote Instruction Plan

<p>POLICIES</p>	<p>The plan adheres to guidance set forth in the following Board of Education policies:</p> <ul style="list-style-type: none"> • Policy 6410 Staff Use of Computerized Information Resources • Regulation 6410R Staff Acceptable Use Policy, Form Staff Acceptable Use Policy Agreement Form • Policy 7100 Attendance • Policy 7110 Comprehensive Student Attendance Policy • Policy 7150 Remote Learning • Policy 7315 Student Use of Computerized Information Resources (Acceptable Use) • Regulation 7315R Student Acceptable Use (AUP) Guidelines • Regulation 7315R.1 PEC Acceptable Use Policy • Regulation 7215R.2 IEC Acceptable Use Policy • Regulation 7315R.3 MS/HS Acceptable Use Policy • Manual 7315M Student Use of Technology Policies and Agreements Manual • Lewiston-Porter Code of Conduct <p>Please click this LINK to view the Lewiston-Porter Policy Manual.</p>
<p>INTERNET AND DIGITAL DEVICE ACCESS</p>	<p>The school district provides all students in grades K-12 access to a personal computing device. Specifically, students in K-2 are provided iPads and students in 3-12 are provided Chromebooks. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.</p> <p>The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>

PEDAGOGY

All teachers in grades K-12 will use Google Meet for virtual instruction; however, they may use SeeSaw or Goggle Classroom as their learning management system.

Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach **may include a combination of:**

Synchronous “Live” Instruction - Using Google Meet, along with other digital platforms, teachers will deliver real-time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project-based opportunities within this model.

Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take 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 should be the primary mode of instruction and substantial enough to guide learning.

Asynchronous “Flipped” Instruction - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students’ participation and assignment completion (i.e., “Flipped Classroom”). These activities may include teacher/student synchronous interactions for a portion of the lesson.

Authentic Independent Instruction - Using a variety of methods, teachers will engage students in high-quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.

<p>STUDENT EXPECTATIONS</p>	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction, students are expected to be school-ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <p>All students are expected to practice appropriate digital etiquette and responsible behavior during assigned synchronous instruction.</p> <ul style="list-style-type: none"> ● Mute yourself on meets as directed by your teacher ● Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. <p>During synchronous instruction, students are expected to work in a setting that is conducive to learning where distractions are minimized, e.g.; a desk, table, kitchen counter, etc. Spaces generally considered private (such as a bedroom) are discouraged and bathrooms should not be used as a workspace under any circumstances.</p> <p>Student dress must be appropriate in all platforms; the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms.</p> <p>If there are any circumstances preventing full and appropriate participation, the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
<p>DAILY SCHEDULE</p>	<p>The virtual day can be found on the district website here. Since it is not developmentally appropriate for elementary students to be on electronic devices for a full school day, their schedule allows for synchronous and asynchronous learning opportunities with many breaks and optional 1:1 interactions with the teachers.</p> <p>At the secondary level, students will follow their regular schedule with appropriate breaks will be included for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled times. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. All students will have optional 1:1 interactions with the teachers during office hours for any questions or support.</p> <p>As well, students who receive interventions and/or related services will have access to those services. Elementary students will access these services asynchronously (unless optional office hours are requested) and secondary students will follow their schedules and receive synchronous services according to their schedule.</p>

COMMUNICATION PROTOCOL: INTERVENTION	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.</p>
SPECIAL SERVICES	<p>School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. Students who receive reading and/or math interventions and/or related services (such as Speech, OT/PT, etc.) will be provided with asynchronous work according to their Day 1-6 schedule. Any student who would like to have synchronous conferencing with an intervention or related service provider may do so by reaching out to schedule an appointment.</p>
NON- INSTRUCTIONAL SERVICES <ul style="list-style-type: none"> ● TRANSPORTATION ● FOOD SERVICE ● MAINTENANCE ● CUSTODIAL ● CLERICAL/ ADMINISTRATIVE SUPPORT 	<p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real-time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p>