

**GOWANDA CENTRAL SCHOOL
DISTRICT WIDE SCHOOL SAFETY PLAN
PROJECT SAVE (SAFE SCHOOLS AGAINST VIOLENCE IN EDUCATION)
Commissioner's Regulation 155.17**

Reviewed by District Team 06/04/2026

Introduction

Emergencies and violent incidents in school districts are critical issues that require comprehensive planning and training. The New York State Safe Schools Against Violence in Education (SAVE) law requires school districts to develop a school safety plan to prevent or minimize the effects of serious violent incidents and natural/manmade disasters and to facilitate the coordination of state, local and county resources in the event of such incidents or emergencies. The district wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed building-level safety plans required at the school building-level. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Gowanda Central School's District Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Board of Education, the Superintendent appoints the District School Safety Committee and charges it with making recommendations regarding the development, maintenance, and implementation of the building level school safety plans. The finalization of the plans ultimately rest with the Superintendent, with adoption by the Board of Education each school year.

B. Identification of School Teams

The Gowanda Central School District has created a District Safety Committee for its buildings that consists of, but are not limited to, representatives of the teachers, staff, administrators, school safety personnel, School Resource Officer, law enforcement and other first responders.

C. Coordination of District and School Plans

The District Wide School Safety Plan is directly linked to the individual building-level safety plans for each building. The protocols reflected in the District Wide School Safety Plan guide the development and implementation of each building-level safety plan.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the district's Incident Command Team. Upon the activation of this team, the Superintendent, or his/her designee, will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols when needed.

D. Plan Review and Public Comment

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was *adopted* by the school board on August 19, 2026. Full copies of the District Wide School Safety Plan and any amendments were submitted to the New York State Education Department (NYSED) within 30 days of this adoption.

The commissioner's regulation also requires that this plan shall be reviewed by the District School Safety Committee on an annual basis on or before July 1st of each year, and recommendations for updates provided to the Superintendent. Hereinafter, all updates made by the District Safety Committee shall be presented to the Board of Education for adoption pursuant to the aforementioned regulations. In most cases, recommendations are specific and included in building-level plans. A copy of the District Wide Plan is available at the Gowanda District Office located at 10674 Prospect Street, Gowanda, New York and online at the district's website (www.gowcsd.org). While linked to the district wide school safety plan, building-level safety plans 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 New York State Education Law Section 2801-a. Building-level safety plans and all updates are given to the New York State Police, Gowanda Police Department, Cattaraugus County Sheriff's Department and Erie County Sheriff's Department within 30 days of adoption.

Section II: General Emergency Response Planning

The District Wide School Safety Plan provides the framework for the building-level safety plans. The purpose of a uniform plan is to ensure District Wide continuity for emergency responses. These general emergency responses will provide one consistent response system that will be used by all school employees, students, parents and emergency responders. This is particularly beneficial as students move from elementary to middle school and then to high school, and as full-time, part-time and substitute employees travel among the schools.

The District School Safety Committee has identified many factors that could cause an emergency in our schools and facilities within the district as well as factors that need to be considered when responding to an emergency. The detailed list of potential internal and external hazards or emergency situations is included in the confidential building-level safety plans.

A. Identification of Potential Emergency Situations (on and off school property):

Lists of areas on school property that have the potential to create an emergency situation have been identified. This list and floor/site plans have been created for reference and awareness. This list is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries should they have or create an emergency, such as natural gas lines, fuel tanks and chemical storage. The detailed list and floor plans are included in the confidential building-level safety plans and are updated on an annual basis.

The District School Safety Committee, in conjunction with the New York State Police, Cattaraugus County Sheriff's Department, Gowanda Police Department, Gowanda Fire Department, and other town/village officials, have identified potential emergency situations off of school property that could have an impact on the district. Factors that were considered include population, presence of hazardous materials, potential for emergency based on geographical potential and/or national trends and proximity to district property, such as thruway, bridges, major intersections, primary routes of hazardous cartage and SARA Title III locations of hazardous materials. The detailed list is included in the confidential building-level safety plans and is updated on an annual basis.

B. Multi-Hazard Response Guidelines

1. Actions - Included in the building-level safety plans are actions for handling multi-hazard emergencies that are in compliance with the Incident Command System (ICS). These guidelines include but are not limited to:

- Initial actions
- Evacuate - Before, during and after school evacuation including evacuation routes and relocation sites (internal and external)
- Command post location (primary and secondary)
- Shelter
- Lockdown
- Secure Lockout
- Hold
- Emergency school cancellations, closing, early dismissal and delays including after-school, evening activities and weekends.

2. Emergencies- These include, but are not limited to the following Multi-hazard Response Guidelines:

Air Pollution	Epidemic	Mass Casualty
Anthrax/Biological	Explosion	Medical Emergency
Aviation Crash	Fire Alarm Activation	Natural Gas Leak
Building Structural Failure	Flood	Radiological
Bomb Threat Civil	HAZMAT on & off-site	School Bus Accident
Disturbance Crimes	Heating System Failure	Severe Weather Emergency
Against People	Hostage Situation	Threats of Violence
Earthquake	Infectious Disease/Pandemic	Toxic Exposure
Electric Systems Failure	Intruder Situation	Water/Sewer Emergency
	Energy Supply Loss	

3. Resources - The district has identified various resources that may be available for use during an emergency, including: the identification of personnel via school building teams; use of Incident Command System (ICS); a list of volunteer faculty/staff trained in first aid, CPR and AED use; master list of all vehicles in the Transportation Department; building floor plans/maps with shut-offs and potential hazards noted; American Red Cross sheltering agreements; and designated shelter sites with backup shelter sites.

4. Incident Command System (ICS) - The district has identified school personnel authorized to make decisions during an emergency. Through ICS, the procedures to coordinate the use of school district resources and manpower during emergencies are clearly defined. ICS identifies the staff members and their backups assigned to provide assistance during emergencies. This document is given only to the Incident Command Team, the New York State Police, Gowanda Police Department, Gowanda Fire Department, and the Cattaraugus County Sheriff's Department. The team details are located in the confidential building-level school safety plans. The Incident Command Team has been given an overview of the ICS, an ICS flow chart and specific ICS roles

and responsibilities.

- 5. Policies and Procedures for Training** - The district has developed policies and procedures for National Incident Management System (NIMS) Compliant annual refresher school safety training for staff and school safety training and drills for students including scenarios based upon the Multi-Hazard Response Guides. Procedures have been established to provide this training on an annual basis to include but not limited to: early dismissal/go home drill, fire drills, lockdown drills and tabletop exercises. Faculty and staff are encouraged after each drill to email school administrators with any comments or concerns regarding how the drill was conducted. School administrators will address any concerns or questions noted and share them either in written form or in faculty/staff meetings. District administrators and principals will meet to discuss any reports of multi-hazard training, actual and potential hazards and/or violence (implied threats, direct threats and/or actual acts of violence). The discussions are the key to debriefing as a district. Actions and procedures that are carried out successfully are verified and areas in need of improvement are noted as needed. This level of district awareness assists each principal and administrator in responding to future training, actual emergency responses and implied threat, direct threats and/or actual acts of violence. The district conducts drills and other training exercises to test components of the safety plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials. The district administrators and building-level teams participate in tabletop exercises with local responders. Schools that have multiple floor levels also prepare and practice a non- ambulatory emergency evacuation plan.

Section III: Responding to Threats and Acts of Violence

- A. Policies and Procedures** – The District will activate their Incident Command Team and will refer to their Building-Level Safety Plan and the Emergency Response Flipchart. These guides are reviewed by the District School Safety Committee to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence.

The following types of procedures are addressed in the confidential building-level safety plans:

- Contact the appropriate law enforcement agency, if necessary.
- Inform the building principal and Superintendent.
- The use of staff trained in de-escalation or other strategies to diffuse the situation.
- Informing the building principal of implied or direct threats.
- Determine the level of threat with the principal and Superintendent/designee.
- Monitoring the situation, adjusting the district's response as appropriate to include possible implementation of the safety team.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- If necessary, initiate lockout and/or lockdown procedure(s) and contact appropriate law enforcement agencies.
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
- Communication with parent/legal guardian, and general public, as needed.

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

B . Response Protocols – These are identified in the building level school safety plan, along with definitions of Incident Command roles and responsibilities. The Emergency Response Flipcharts address specific procedures and protocols for responding to bomb threat, intruders, hostage takings and kidnapping. including:

- Identification of decision-makers.
- All administrators, faculty and staff have an Emergency Flip Chart. This chart outlines what actions to take and who to notify during an emergency situation. This chart is reviewed and updated on an annual basis by the administration and the District Safety Committee.
- Plans to safeguard students and staff.

C. Communications Protocols - The district has established policies and procedures to contact parents, legal guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. In the Gowanda Central School District, the following communication methods will be taken:

- For small-scale incidents, schools may activate their Student Assistance Team (SAT)/Crisis Team and will refer to their crisis intervention plan. Depending on the incident, school personnel may directly call the parents/legal guardians of all students directly impacted. All other parents/legal guardians will receive an informational notification via the district website, a staff/parent notification system call or written notification sent home. Meetings may be scheduled in a timely manner for further discussion if necessary.
- For any major incident, the Incident Command Team will be activated. The district will work with the media (TV, radio, newspaper), website, social media and the staff/parent notification system to relay pertinent school related information (i.e. how and where parents can be reunited with children, etc.). Community meetings and/or press conferences may be scheduled in a timely manner to discuss the particulars of the incidents and the district's response.

Section IV: Communication with Other Agencies

The District Wide School Safety Plan provides the framework for the building-level safety plan with regard to communication with other agencies.

A. The Gowanda Central School District is fortunate to have substantial ties to the Village of Gowanda. In case of an emergency within any one of our facilities, that facility would dial 911 for emergency assistance. If involvement were needed from other local government agencies, then the Superintendent or their designee would act as that contact person. Additional procedures for communications can be found in the building- level safety plans. The following examples are the types of arrangements that could be used by the District:

- Principal (building-level Incident Commander or backup Incident Commander) or Superintendent (district wide Incident Commander or backup Incident Commander) in an emergency would contact the dispatch center for fire, EMS, or police by calling 911.
 - Principal (building-level Incident Commander or backup Incident Commander) or Superintendent (district wide Incident Commander or backup Incident Commander) contacts the highest-ranking local government official for notification and/or assistance.
- B.** Arrangements for obtaining advice and assistance from local government officials including town officials responsible for implementation of Article 2-B of the Executive Law will be carried out through the protocols established in the district's emergency response plan. The following are examples of the types of arrangements that could be used by the district during countywide emergencies:
- The district has identified resources from the following agencies: Village of Gowanda, Village of Gowanda Police Department, Gowanda Fire Department, Cattaraugus County Health Department, American Red Cross, New York State Police, Cattaraugus County Sheriff's Office, Cattaraugus County Department of Mental Health and Erie 2 BOCES Health/Safety/Risk Management Office and the Seneca Nation of Indians.
If the emergency is within the school district boundaries and has the potential to impact the surrounding community, the Superintendent or designee will notify the appropriate town officials (ex: highway dept., town supervisor, and/or Village of Gowanda offices).
- C.** If there is an emergency within the district that has the potential to impact bus transportation capabilities either to or from other educational agencies within the district boundaries, the Transportation Director in close coordination with the superintendent/designee will activate a phone tree to inform all necessary parties. The phone tree will be located in the building-level safety plan for the Transportation Department. In the event the phones are not operational, social media (Facebook, radio, television and district website) may be utilized to convey the pertinent emergency information
- D.** Along with the staff/parent notification system, the district has access to the following information about each educational agency located in the school district, including information on:
- School population
 - Number of staff
 - Transportation needs
 - Business and home telephone numbers of key officials of each such educational agency

The details are considered confidential, due to the school specific information and administrator home phone numbers, and are located in the confidential building-level safety plan.

Section V: Prevention and Intervention Strategies

- **Security Measures and Procedures** - The district procedures require the following: visitor check-in and visitor badges (during regular school hours), single point of entry, buzz-in door surveillance systems, fingerprinting of employees, volunteer screening, and employee photo I.D. badges. Video surveillance and security intrusion systems are also used to improve security on the outside perimeter of the building.
- **Security Policies** - To further enhance school security and student, faculty and staff safety, the district has the following policies in place:
 - Child Abuse and Neglect/Maltreatment
 - Code of Conduct on School Property
 - Covers Anti-Harassment in the School District, Dignity for All Students, Unlawful Possession of a Weapon on School Grounds, Weapons in School and the Gun-Free Schools Act,
 - Code of Ethics for all District Personnel
 - Drug-Free Workplace
 - Drug-Free Workplace Act
 - Emergency Closings
 - Fingerprinting of School Hires
 - Fire Drills and Bus Emergency Drills
 - School Safety Plans and Teams
 - Child Abuse in an Educational Setting
 - Violent or Disruptive Incident Reporting
 - Anti-Harassment in the School District
 - Workplace Violence
- **Identification of Warning Signs** - The Gowanda Central School District has implemented procedures for the dissemination of materials regarding the early detection of potentially violent behaviors (threat assessment) when deemed appropriate. The district employs school counselors

and psychologists/behavioral specialists who assist the district in identifying early warning signs in students and early intervention/prevention strategies. Designated personnel also play a key role in suicide prevention programs.

- **Appropriate Prevention and Intervention Strategies**
 - Collaborative efforts with state and local law enforcement officials.
 - Compliance with Dignity for All Students Act (DASA) regulations.
 - Non-violent conflict resolution training programs.
- **Prevention and Intervention Programs** - Strategies for improving communication among students, between students and staff and the reporting of potentially violent incidents. Highlights of the major programs are noted below (not all inclusive):

High School (Grades 9-12):

- Counseling Center – All students are assigned a school counselor who works with the students and parents.
- Student Assistance Team (to include the Principal, Psychologist, specific teachers, the Committee on Special Education Chairman, School Counselors and School Nurse) meets monthly to discuss students who are referred by members of the committee of teachers. Specific interventions are developed and staff are assigned to monitor progress.
- Progressive Discipline Process – Teachers discuss behavior with students, communication with parents/legal guardians and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the Principal or Assistant Principal to discuss the behavior and its consequences.
- Extracurricular Activities – There are extensive opportunities for students to become involved in productive, fun activities before and after school.
- SADD (Students Against Destructive Decisions) – Organized to promote pride and service to school and community.
- Systemic Restorative Intervention Response consistently implemented: “Own it, Fix it, Learn from it, Move on.”
- Sandy Hook Promise - See Something, Say Something - programming and alerts/tip line
- Go Guardian Beacon Alerts
- Casa Trinity - Drug Health Screening Annually
- School Social Worker
- Monthly student assemblies - bullying, harassment, cyber, etc.
- Pre-Prom Training on Positive Decisions - Anti drug, anti dwi, distracted driving,

Middle School (Grades 5-8):

- Middle School Rights and Expectations – Provided in written form in the Student Code of Conduct

- Opening Assemblies – Character and Code of Conduct
- Counseling Center – All students are assigned a school counselor who works with the students and parents. Counselors will discuss study/organizational skills, goal setting, interim/report card grades, strategies for improving grades/attitudes, learning styles, getting along with others and related topics that concern a student and/or parents.
- Sandy Hook Promise - See Something, Say Something - Programming and alerts/tip line
- Go Guardian Beacon Alerts
- Casa Trinity - Too Good For Drugs presentations
- Student assemblies - bullying, harassment, social media
- Student Assistance Team/SAT meets to discuss students who are referred by members of the committee of teachers. Specific interventions are developed and staff are assigned to monitor progress.
- Extracurricular Activities – There are opportunities for students to become involved in productive, fun activities after school.
- Conflict resolution and restorative justice
- Progressive Discipline Process – Teachers discuss behavior with students, communication with parents/legal guardians and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the Assistant Principal or the Principal to discuss the behavior and its consequences.

Elementary School (K-4):

- Character lessons taught weekly by counselors (Character Strong)
- Casa Trinity- Too Good for Drugs Program (K-4)
- School wide PBIS house system focused on character education and community building, including regular assemblies
- Comprehensive approach to work toward an atmosphere of tolerance school-wide.
- Conflict Resolution and restorative justice
- Reporting system to report serious offense school violence.
- The Student Assistance Team (to include the Principal, Assistant principal, Psychologist, specific teachers, the CSE Chairman, School Counselors and School Nurse) meets monthly to discuss students who are referred by members of the committee of teachers. Specific interventions are developed and staff are assigned to monitor progress.
- Progressive Discipline Process – Teachers discuss behavior with students, communication with parents/legal guardians and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the Principal or Assistant Principal to discuss the behavior and its consequences.

Prevention and Intervention Training – As required by the SAVE legislation, all employees are fingerprinted and have a criminal background check via the NYS Education Department. Appropriate personnel are trained in: Crisis Intervention and

Prevention, Behavioral Intervention and De-escalation Strategies

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

- ✓ Go home early drill
- ✓ Live drills including Evacuate, Secure lockout and lock-down
- ✓ Annual training will be completed for responses to life-safety situations
- ✓ Table top exercises - During these problem solving exercises a team meets to discuss emergency scenarios and work through possible problems that might occur. They determine how to resolve these issues, thereby addressing and eliminating potential problems before an emergency occurs.
- ✓ Emergency Response Team exercises - These drills test whether team members are clear on their roles during an emergency without staging a live drill of the entire building.

The plan includes policies and procedures for annual multi-hazard training for staff and students presented by September 30th each year:

- Roles and Responsibilities for staff in a hazardous situation
- Incident Command System (ICS) Training

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

- Section 807 of the Education Law mandates that pupils must receive instruction on how to RESPOND APPROPRIATELY in the shortest possible time without confusion or panic. The instruction must be in the form of drills and there must be a minimum of 12 drills each school year.
- Eight of all such drills shall be evacuation drills,
- Four of which shall be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress.
- Four of all such required drills shall be LOCK DOWN drills.
- Drills shall be conducted at different times of the school day.

The District recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, The District invites local agencies to participate in and to help evaluate exercises. These agencies include but are not limited to local Police and Fire Departments, county and state Police Departments, Rescue and Ambulance Services, and Local Emergency Management Offices. The District Incident Command Team debriefs and analyzes these drills to help improve responses in the future.

Annual training is also given at each school building on its Building Level Emergency Response

Plan, including: how to summon assistance in the event of an emergency; special procedures for bomb threats, hostage-taking, intrusions and kidnapping; post-incident procedures including medical follow-up and the availability of counseling and referral.

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

Implementation of School Security

- ✓ A District School Safety Committee, led by the Superintendent or designee, includes but is not limited to, representatives of the teachers, staff, administrators, school safety personnel, School Resource Officer, law enforcement and other first responders. The committee meets to make recommendations to the administration on school security issues.
- ✓ Appropriate school building security measures and procedures are determined on an ongoing basis by the Administrators in conjunction with the District School Safety Committee.

Security measures currently include:

- ✓ Employees are required to wear picture IDs, provided by the district.
- ✓ Signs directing visitors to the main office or reception desk in all buildings.
- ✓ Sign-in/sign-out stations with procedures, including the distribution of and requirement for each visitor to wear a visitor's badge, at the reception desk (staffed by entrance monitors) or main office (office staff) in all buildings and programs.
- ✓ All visitors will be required to have a government ID that can be scanned by RAPTOR software for sex offender status and then will be given a visitor badge to wear while in the facility.
- ✓ Video surveillance and intercoms at entrances with locked doors and buzz-in systems.
- ✓ All perimeter doors are kept locked during normal school hours.
- ✓ Outdoor video surveillance cameras in use.
- ✓ Trained SAT/Crisis Teams in place are activated as needed.
- ✓ Contractors will wear appropriate (picture preferred) IDs.
- ✓ Random building searches, as deemed necessary.
- ✓ Other methods as deemed necessary based on a constant review of current practices.
- ✓ Not all security measures are implemented in every location. Measures are applied as determined by the needs of the building.

Section VI: Recovery

A. District Support for Buildings

The District realizes that some emergencies may require district wide support for an individual school since it may require additional expertise or personnel requirements. If/when the district

is faced with threats of violence or actual violent incidents, the Incident Command Team will assist as follows:

- Acting as a sounding board for the building principal/supervisor of implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate responses.
- Monitoring the situation and adjusting the District's response as appropriate.
- Assisting with parent/legal guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security.
- At the weekly Administration Council (AC) meetings, threats and/or violent acts are shared and discussed with administrators.

B. Disaster Mental Health Services

The District realizes that some emergencies may require external support for the district since it may require additional expertise or personnel requirements. If/when the district is faced with threats of violence or actual violent incidents, the Incident Command Team will act as follows:

- Sending a team member to each affected school building as a liaison between the school building and the district office.
- The team may involve the school physicians, school nurse coordinator, school psychologists or District Office administrative staff as needed. If necessary, additional Cattaraugus County or Village of Gowanda resources can be called upon.
- Continued feedback from those directly impacted is sought. Building and district support is offered during the incident with projected plans to assist if needed during heightened stressful times such as a re- occurrence of a similar event and anniversaries of the original incident.
- Assisting with parent/legal guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. If needed, assisting in contacting additional outside mental health resources.
- Assisting the schools with the creation of written statements being distributed to faculty/staff, parents/legal guardians; press releases and media requests through the district's public information officer and communications office. The district has a resource of letters, press releases and media procedures that take the burden off the individual school building team.

Section VII. Post-Incident Actions

A. Investigation

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

- ✓ Collects facts on how the incident occurred.
- ✓ Records information.
- ✓ Identifies contributing causes.
- ✓ Recommends corrective action.

- ✓ Encourages appropriate follow-up.
- ✓ Considers changes in controls, policy and procedures.

B. Disciplinary Consequences

The District has a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary consequences resulting from violations of the Code. It is the basis for determining the appropriate disciplinary consequences that may be necessary. The Code is communicated to all students/staff and parents and serves as a major component of our violence prevention program. The District Code of Conduct is evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the District Code of Conduct is available to students, parents, staff and community members from the District Office or the district's website.

C. Evaluation

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

The success of the District's Incident Command Team will be greatly enhanced by the ability to document and accurately report on various elements of the program along with training staff on the plan. This allows us to monitor its effectiveness and update the program as necessary.

Gowanda Vital Educational District Information

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

APPENDICES

APPENDIX A

Emergency Telephone Numbers

TO REPORT SUSPICIOUS ACTIVITY CALL:	911 or 1-866-SAFE-NYS (1-866-723-3697)
POLICE – FIRE – MEDICAL EMERGENCIES	Emergencies: 911 Non Emergencies: NYSP (716) 532-6820 CCSO (716) 938-2217 ECSO (716) 858-2903
Life Threatening Electrical or Gas Emergencies	911
Power Outages: · NYSEG	1 (800) 572-1131
Natural Gas Outages: · National Fuel Gas	1 (800) 444-3130
Poison Control Hotline	(800) 222-1222 or (516) 542-2323
County Offices of Emergency Services: · Erie County · Cattaraugus County · Seneca Nation of Indians	(716) 898-3696 (24 hour) (716) 938-2213 Little Valley (after hours call (716) 938-2217) (716) 532-3040 (24 hour) Seneca Nation Marshals
County Offices of Mental Health Services: · Erie County · Cattaraugus County · Seneca Nation of Indians	(716) 858-8531 (716) 701-3304 (716) 532-5583 or (716) 526-4041 (24 hour)
County Offices of Health Services: · Erie County · Cattaraugus County · Seneca Nation of Indians	(716) 858-8701 (716) 373-8050 Cattaraugus Health Department (716) 532-8330 Seneca Nations of Indians
American Red Cross: · Western & Central New York	(716) 886-7500
FBI: · Field Office - Buffalo	(716) 856-7800
New York State Police: Troop A, Zone 3	(716) 532-6820 or (585)-344-6200 (Batavia)

Homeland Security and Emergency Services: · Region V	(315) 331-4880
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Gowanda Central School District



Continuation of Operations Plan for a Public Health Emergency Involving a Communicable Disease

**Amendment to the District Safety Plan – Appendix B
February 2021 v1.0**

This plan has been developed in accordance with law Chapter 168 of the Laws of 2020

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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 paragraphs k and l 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 Gowanda Teachers' Association, Gowanda Non-Teaching Personnel Association and the Gowanda Non-Teaching Supervisor's Association 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.

This plan has been approved in accordance with requirements applicable to the agency, jurisdiction, authority, or district, as represented by the signature of the authorized individual below.

As the authorized official of the Gowanda Central School District, I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraphs k and l 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, to address public health emergency planning requirements.

Definitions

Communicable Disease: shall mean an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host.

Contractor: shall mean individual performing services as party to a contract awarded by the State of New York or any other public employer.

Visitors: shall refer to a person who comes to spend time with or stays with others in a place temporarily.

Essential employee: shall refer to a designation made that a public employee or contractor is required to be physically present at a work site to perform his or her job

Non-essential employee: shall refer to a designated made that a public employer or contractor is not required to be physically present at a work site to perform his or her job

Personal protective equipment (PPE): shall mean all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, face and eye protection, protective hearing device, respirators, hard hats, and disposable gowns and aprons.

Public employer or employer: shall mean the State of New York, a county, city, town, village or any other political subdivision or civil division of the state , a public authority, commission or public benefit corporation , or any other public corporation, agency, instrumentality or unit of government which exercise governmental power under the laws of the state, provided, however, that this subdivision shall not include any employer as defined in section twenty-eight hundred one-a of education law.

Retaliatory action: shall mean the discharge, suspension, demotion, penalization, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

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 paragraphs k and l 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 Gowanda 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

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 at the beginning, middle, and end of each shift
- 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 for a public health emergency. 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 Gowanda Central School, 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 Gowanda Central School District shall be notified by All Call, Email, Bulk Mail, the School Website or In-service, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Staff, Students, families and Community Members will be notified of pertinent operational changes by way of All Call, Email, Bulk Mail, the School Website or In-service. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of Gowanda 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 Gowanda 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, Gowanda 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 Gowanda Central School District

The Gowanda 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 Gowanda Central School District have been identified as:

Essential Function	Description
District Administration & Clerical Support	Day-to-day decision dealing with educational programs, staff, spending, safety, and operations during the health emergency; incident command and public relations
Information Technology	Provides all hardware and software for the District. Maintains the District's network and phone system and supports the staff & students as a help desk for IT issues.
Food Service	Supplies meals (Breakfast & lunch) to remote and in person students
Building Administration & Clerical Support	Liaison for staff, family and student support, access to buildings, oversight of teaching process
Buildings & Grounds	Maintains all buildings and maintains safe access during inclement weather; if schools are directed to provide meals to students and families as outlined above, custodians and laborers will be essential in the safe opening of schools. Address requirements of facilities and facility systems (e.g. gas

	and electricity), as well as space use and management. Daily sanitation and cleaning, snow removal when necessary, etc. if personnel are working within our schools for meal, instructional resource distribution or other functions.
Business Offices	Essential functions are, at minimum, account payable. Depending on the public health emergency, purchasing (or supplies and equipment) and accounts payable may serve essential functions. Ensuring processing of payroll.
Human Resources	Ensuring compliance with regulation, policy, and legal requirements to ensure safety and continuation of workforce needed to operate the District.
Transportation	If schools are directed by the state to provide meals to students and families, or if schools are directed to provide a continuity of instruction, transportation personnel will be essential for the distribution of meals and/or instructional resources, such as technology.
Curriculum & Building Administration	Maintaining the instructional programs and providing access to activities, and services for all students. Assure social and emotional needs of students are addressed.

Essential Positions

Please note that per NYS Department of Health, school staff are not essential workers.

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	- IT Manager - Keyboard Specialist - Technology Integration Specialists - Staff	- The IT manager establishes all priorities for IT tasks and organizes staff. - IT staff members provide support in setting up hardware and software, network management, and help desk support.
HS/MS/ES Main Office	- Principals - Keyboard Specialists	- Over site of teaching processes - Access restrictions to building - Support to families, students and staff - Administration duties of Buildings

Food Service	• Lunch Manager • Staff	- Continued distribution of meals to students in remote and in person learning
Buildings & Grounds	• Director of Facilities • Head Custodians • Cleaners • Custodians • Maintainers • Grounds	- Cleaning/Disinfection of district buildings - keeping buildings open and safe to occupy - repair and upkeep of essential utilities - procurement & delivery of needed supplies
Administration	• Superintendent • Principals	- Administrative Duties - Superintendent or his/her designee is Incident Commander and Public Information Officer
Business Office	• School Business Administrator • District Treasurer • Business Office Staff	Prioritize the duties of the office and oversees all staff Fulfilling the essential functions in the district (account payable and receivable)

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

ii. MIFIs if needed

Remote Working: Staff who can work remotely will be identified and work directly with their immediate supervisor by completing “a requesting for remote working” form. GCS Board Policies: #3520: Extraordinary Circumstances, #6570 Remote Working, and #7150 Remote Learning guides the District’s response. Federal and State law and regulations will also be followed.

Technology & Learning: Student and staff access to technology and connectivity are critical to any instruction that will be provided in a remote setting. Prior to and during the initial closure, students, staff, and parents were surveyed to determine access to devices and availability of internet access in their place of residence.

Although our District provides most students with 1:1 devices, we know that not all students have high-speed or reliable internet access at home. To ensure that those with limited or no accessibility to the Internet remain engaged, we provide free internet access in the parking lots of all three schools. To the extent possible and when appropriate, the District will provide hotspots for students without reliable internet access at home. However, the provision of hotspots may prove futile in some cases, given students’ remote geographic locations and formidable dead zones. The Seneca Nation remains a critical partner of the District and is working with us to identify ways for our Native American students to access the Internet on the Cattaraugus Territory in particular. Additionally, we are exploring partnerships where students might be able to access the internet at various sites within the community.

The District provides all teachers with computing devices and internet access on-site and Wi- Fi in the school parking lots. Similar to the challenges that our students face, a small, but noteworthy number of teachers live in dead zones or remote geographic locations where internet connectivity is suspect. We continue to diligently explore how these teachers will be supported.

Additional outreach is required, however, to determine the needs of families for the planned Hybrid instructional plan. For that reason, prior to returning to school, the District will ask families to complete a technology survey to ensure students are provided with access to computing devices and high-speed internet at a sufficient level to fully participate in remote learning.

Learning materials and content will be provided in multiple and varied formats identified below:

- ✓ Paper textbooks, packets and other content (books, magazines, etc.)
- ✓ Digital copies of textbooks
- ✓ Digital content and activities provided by the District, either free or subscription-based
- ✓ Online learning courses or course content modules

All efforts will be made to provide families with the necessary learning materials.

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, Gowanda 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

This will be accomplished by following the established district chain of command following the organizational chart.

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 and 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 will organize, maintain inventory and determine the need and storage of all PPE working in conjunction with the District Leadership Team. Purchasing and working with vendors to ensure adequate supply will be performed by the School Business Administrator based on recommendations by the Director of Facilities. This will be accomplished through existing procedures following district policy. 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. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing
- 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. Each morning employees are required to complete the health questionnaire via Live Safe mobile app or Live Safe link on website or absent this app, complete the paper copy upon entry.
 - a. If you have a positive response, you are to:
 - i. Remain or return home,
 - ii. Contact your direct supervisor,
 - and iii. Follow-up with PCP.
 4. The direct supervisor will follow-up with the employee who indicated a positive response. The employees with a confirmed positive response will have their confirmation email and information forwarded to the appropriate school nurse by the direct supervisor.
 5. Those returning employees from after positive response must have a doctor's note documenting the related illness and return under the direction of the DOH. All documentation should be sent to Ms. Valerie Bentley, Business Office and inform your direct supervisor.
 6. In the event that a positive response is submitted in error, the employee should submit a new survey and contact their direct supervisor to make them aware of the error.
 7. Please do not report to work if sick or feeling ill.
 8. 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.
- 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. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately per CDC or DOH recommendations

- 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 appropriate Department Manager/Principal or their designee will compile a list of possible close contacts and supply that list to the local Department of Health who will 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.
4. The Superintendent or hi/her designee must be notified in these circumstances and the Superintendent or his/her designee is responsible for ensuring these protocols are followed

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, 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. The most recent CDC and/or DOH recommendations will be followed

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which the Gowanda Central School District is committed to reducing the burden on our employees and contractors. The Gowanda Central School District will follow requirements as described in or made necessary by Federal and/or New York State 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 Gowanda Central School District to support contact tracing within the organization and may be shared with local public health officials.

Employees will check in each day using a health-screening questionnaire and report to their assigned work area. Visitors, including contractors, will utilize the Raptor management system to check into the facilities and document their destination. During a public health emergency, visitors and/or contractors visitation will be restricted during business hours. After business hours, the buildings will be closed. The door monitors and front desk staff will manage the information. The Director of Facilities will monitor the overall Raptor management system.

Amendment to the District Safety Plan – Appendix C

September 2023

Emergency Remote Instruction Overview

The District may offer remote learning days to students in the event of an emergency condition including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

When making decisions about remote instruction, the District will consult with students, parents, teachers, administrators, community members, and other stakeholders as appropriate. When implementing remote instruction, the District will ensure that it is complying with applicable teaching and learning requirements.

Definitions

A. "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.

B. "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.

C. "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.

a. Remote instruction will encompass synchronous instruction provided through digital video based technology and may include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.

b. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.

D. "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time

Formats and Methods of Remote Instruction

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and the technological resources of both the District and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English Language Learners. Each school's Building-level Emergency Response Plan will contain this confidential information in the Continuity of Instruction Plan (COIP) section.

Instructional Options

The District may engage students in synchronous and asynchronous learning on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction. All students are provided with district issued devices, which would enable remote instruction for all students. As a NYS public school District, our instructional program, whether In-Person, Hybrid, or Remote, must be aligned to the NYS Learning standards. Teachers will work collaboratively at grade level or subject area. As such, teachers will provide instruction that reinforces, introduces, and/or expands key knowledge and skills that students need for each grade level or course. Teachers will provide instruction that addresses gaps in key knowledge and skill. Teachers will also provide instruction for new learning aligned with essential Standards for their current grade level or courses. This learning will be assessed and graded.

Teachers will collaborate by department or grade level to develop common communication methods and instructional delivery using an interdisciplinary/project-based approach when possible and/or appropriate.

The District will use Schoology as the main platform for communication, posting of instructional activities and plans for the week. If a teacher uses an individual webpage as a means of communication, it must be posted and funneled through the Schoology platform. Schoology is a Learning Management System (LMS) used to plan, deliver, and manage the learning content for hybrid/remote instruction.

Communication to parents through this platform will be concise, direct and consistent. Teachers will instruct students how to better access and use this platform and support students as needed during face-to-face instructional days. Teachers will apply best practices developed for remote learning.

When planning for and delivering instruction regardless of learning model, all K-12 teachers will follow the expectations outlined below:

- Use Schoology to post assignments, communicate with students and parents, create assessments, and share digital information. Content is created in other applications, uploaded, and organized within the LMS. Learning. Learning content may include documents, videos, learning activities, and assessments.
- Keep and/or establish a regular school schedule with times for course/subject area

instruction.

- Take attendance in eSchool for each instructional session.
- Provide clear communication to students and families about course expectations and online learning participation expectations, including office hours.
- Welcome all students and families outlining class/course schedule and remote learning participation expectations, including teacher contact information, during the first week of school.
- Respond in a timely manner to all instructionally relevant emails, discussion board posts, and submitted work. (Suggested best practice, Monday-Friday: Emails & discussion boards - 24 hours; submitted work - 72 hours).
- Provide guidance and ensure all students are able to login to all systems that are a part of the class/course.
- Post daily learning targets (or a set of weekly learning targets if appropriate) on Schoology with clear instructions that can be easily understood and followed.
- Create Standards-aligned lessons that work toward mastery of the learning targets for instruction that combines face-to-face and remote learning.
- Provide resources and options for students to demonstrate their learning in multiple and varied ways.
- Align learning goals with assignments and assessments with Standards.
- Provide explicit and clear directions for completion or submission of materials.
- Ensure targets are being met by including regular check-ins with students on a daily/weekly basis. Provide constructive feedback so that students can improve and grow.

Provide students with additional time and support for assignments, activities, and assessments considerate of the diverse home experiences for remote learning as needed.

Computer and Connectivity Access for Students

The District will ensure that students have the necessary equipment at home to participate in remote learning. The Superintendent will report to the Commissioner of Education the results of the survey on student access to computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner. The information received from the survey will aid in the development/updates to the detailed Continuity of Instruction Plan in each school's Building-level Emergency Response Plan. Student and staff access to technology and connectivity are critical to any instruction that will be provided in a remote setting. Students, staff, and parents were surveyed to determine access to devices and availability of internet access in their place of residence.

Although our District provides most students with 1:1 devices, we know that not all students have high-speed or reliable internet access at home. To ensure that those with limited or no accessibility to the Internet remain engaged, we provide free Internet access in the parking lots of all three schools. To the extent possible and when appropriate, the District will provide hotspots for students without reliable internet access at home. However, the provision of hotspots may prove futile in some cases, given students' remote geographic locations and formidable dead zones. The Seneca Nation remains a critical partner of the District and is

working with us to identify ways for our Native American students to access the Internet on the Cattaraugus Territory in particular. Other partnerships where students might be able to access the internet at various sites within the community are available such as the Gowanda Free Library.

The District provides all teachers with computing devices and internet access on-site and Wi-Fi in the school parking lots. Similar to the challenges that our students face, a small, but noteworthy number of teachers live in dead zones or remote geographic locations where internet connectivity is suspect. We continue to diligently explore how these teachers will be supported.

All efforts will be made to provide families with the necessary learning materials at all times.

Remote Instruction Support

As necessary, the District will provide instruction on using remote instruction technology and technology support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote instruction experience.

Special Education Considerations

District has developed plans for In-Person, Hybrid and Remote that address and ensure, to the fullest extent possible, the provision of a Free and Appropriate Public Education (FAPE). While creating these plans, considerations have been made to provide special education within the Least Restrictive Environment (LRE) on an individual basis, while also protecting the health and safety of students. District plans to provide daily in-person instruction to students who receive specialized class settings to every extent allowable. In-person instruction will also be emphasized for students receiving Resource Room, Consultant Teacher and Integrated Co-Teaching services. The frequency of in-person instruction will be an individualized decision based on collaboration with the parent/guardian and health and safety restrictions within the school building. The District will also continue to provide therapy and instruction via remote means (live video sessions or phone calls) as determined on an individualized basis.

District recognizes that the role of parent/guardian in the Individualized Education Programs (IEP) process is critical. Parents/guardians of students with disabilities are always encouraged to be part of the decision-making process and attend CSE meetings. Parents/guardians are contacted through multiple means (ie, email, phone calls, texts, letters) to participate in phone conference Committee on Special Education (CSE) meetings. District will conduct phone conference CSE meetings until the health and safety of all parties can be ensured.

District will continue to communicate and collaborate with the Committees on Preschool Special Education (CPSE) and the Committees on Special Education (CSE). Program

providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on IEPs, plans for monitoring and communicating student progress and commitment to sharing resources will be communicated. The Director of Special Education and District school psychologists are responsible for this communication and collaboration.

District will continue to implement necessary accommodations, modifications, supplementary aids, services, and technology (including assistive technology) to meet the unique disability-related needs of students.

District will be communicating with parents/guardians via individual phone conversations and follow-up letters to document and discuss the program and services that will be offered and provided to their child with an IEP.

Compliance with District Policies, Procedures and the Code of Conduct

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the Code of Conduct at all times while engaged in remote instruction. Violations of the Code of Conduct and/or engaging in prohibited conduct may result in disciplinary action as warranted.

Privacy and Security of Student and Teacher Data

The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote instruction technologies in compliance with law, regulation, and District policy. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only which is necessary, de-identifying data, and using encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

References:

Board of Education Policy #3510: Emergency School Closings

Board of Education Policy #3520: Extraordinary Circumstances

Board of Education Policy #7150: Remote Instruction

Record of Changes

Version	Authorized by	Date of Change	Description of Change	Implemented by
1.0	Approved by the Board of Education			7/7/2021
2.0	F by the Board of Education			7/6/2022
3.0	Approved by the Board of Education			7/12/2023
4.0	Approved by the Board of Education			7/10/24
5.0	Approved by the Board of Education			8/13/25
6.0	Approved by the Board of Education			8/19/26