

**FRONTIER CENTRAL SCHOOL DISTRICT**

**DISTRICT-WIDE  
SCHOOL SAFETY PLAN**

**2023-2024**



**REVISED JUNE 2023**

# FRONTIER CENTRAL SCHOOL DISTRICT DISTRICT-WIDE SAFETY PLAN

**DATE OF SAFE SCHOOLS COMMITTEE REVIEW – 06/21/2023**  
**PUBLIC COMMENT PERIOD – Start: 06/30/2023 End: 07/30/23**  
**PUBLIC SAFETY HEARING – 07/11/2023**  
**DATE OF BOE ADOPTION – *tentative* 08/22/2023**

Frontier CSD, District-Wide Safe Schools Committee 2023-24

Superintendent of Schools: Christopher Swiatek Chief Emergency Officer: Robert McDow	
SRO Andrew Hochworter, THPD	SRO A.J. Lahrs, THPD
Frank Rice	Anne Rich
Amy Brodfuehrer	Adam Rivers
Beth Anzalone, WNY UNited	Colleen Duggan
Danielle Kalinski	Edward Strasser Jr
Jeremy Allen	Jacqueline Gow
Jennifer Makowski	John Raczynski
Karen O'Meara	Michelle Lake
Michelle Pachucinski	Michael Sullivan
Renee Kumiega	Joseph Vecere
Sheila Brown	Patrick Boyle, BOE
David Kasprowicz, Erie 1 BOCES	Robert Klimowicz
Shannon Labeledz	Warren Hawthorne, ECSO
James Jancewicz	Jennifer Szustakowski

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# SECTION 1.0

## General Information and Guidelines

### 1.1 INTRODUCTION

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

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

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

### 1.2 SUMMARY OF LAWS

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

## **SECTION 2.0**

### **Risk Reduction, Prevention and Intervention**

#### **2.1 PREVENTION / INTERVENTION STRATEGIES**

The administration of the FSCD believes that improved communication among students, parents/guardians, and school staff adds to the quality of life and sense of safety at all of our schools. Such communication allows for the reporting, intervention, and prevention of potentially violent incidents before they actually occur. The following is a brief list of programs and initiatives that are in place at some or all of the FCSD schools that promote open communication and have a positive impact on the quality of life in our Schools:

- Positive Behavioral Interventions and Supports (PBIS)
- Bullying Reporting Process
- Peer Mediation
- Extended day programs
- Anonymous 24-hour “Safe School Helpline” for reporting issues relative to school violence and safety
- School Resource Officer Program in cooperation with the Town of Hamburg Police Department
- Truancy Reduction Process
- Trauma, Illness and Grief (TIG) Teams
- National Incident Management System (NIMS) and Incident Command System (ICS)
- Social emotional learning direct instruction and the counseling curriculum plan
- Youth Court/Restorative Justice
- Building and District Threat Assessment Teams
- Updated Code of Conduct outlining all expected behavior and consequences for students, staff, parents and visitors.

#### **2.2 TRAINING, DRILLS AND EXERCISES**

##### Training

The District understands the importance of training. All school staff, students, and others deemed appropriate by the school receive training during the school year to better prepare them for an incident. The annual training reviews the District-Wide School Safety Plan and individual Building-Level Emergency Response Plans to brief staff on their roles and communication procedures during an emergency. The District also submits certification to the NYSED by September 15th that all district and school staff have undergone

annual training components required by the Safe Schools Against Violence in Education Act. New employees hired after the start of the school year receive training within 30 days of hire. All other school staff receive this training by September 15th of each school year.

### Multi-Hazard Training

The District provides annual multi-hazard school safety training for staff and students. The components of this training are consistent district-wide. Staff training will be routinely conducted at the school level followed by drills with the entire school population. These drills will focus on our standard response actions to a potentially dangerous or threatening incidents. The use of tabletop drills to accomplish or compliment this training will be considered when live drills are impractical or not sufficient to meet the training goals. Tabletop exercises are conducted and documented using the NYSED Emergency Response Planning toolkit.

### Drills and Exercises

The FCSD follows all mandated guidelines regarding the number of drills and exercises that must be conducted during the school year. The number of drills and exercises are established by New York State. All drills are documented and reviewed for compliance.

The current guidelines state that there must be four (4) Lockdown drills, eight (8) evacuation drills, and one (1) early release drill per school year. The District's Chief Emergency Officer and/or building Principals will coordinate and conduct these drills in conjunction with the local police and emergency responders. Notification of early release drills will be made as early as possible, but not later than fifteen (15) days prior.

Two (2) additional drills are held during summer school in buildings where summer school is conducted, one must be held during the first week of summer school.

For after-school programs, events or performances conducted within a school building and include persons who do not regularly attend classes in the building, the person in charge of the after-school program, event or performance will notify attendees of the procedures to be followed in an emergency.

## **2.3 IMPLEMENTATION OF SCHOOL SECURITY**

### School Monitor Personnel – Hiring and Training

All FCSD School Monitors are hired and trained consistent with all Federal, State, and Municipal laws & guidelines.

### School Monitor Personnel – Responsibilities and Authority

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

#### Visitor Access

School access is controlled during the regular school day by locking down the building and utilizing one point of entry and the buzzer/intercom/camera to screen visitors prior to entrance into the building. Consistent with FCSD Board Policy and Code of Conduct, an approved visitor to a school will present valid government issued photo identification and be given a pass prior to gaining access to the building. All District employees are required to wear identification at all times.

#### Video Surveillance

All District school buildings provide video surveillance to enhance the safety of our students and staff. The cameras may/may not be actively monitored, but the recordings are available for district officials and local law enforcement use in accordance with the law.

#### Intrusion Detection

The District's buildings are protected by an intrusion detection alarm system that is linked to a central monitoring station.

#### Weapons Detection

The District has purchased and installed weapons detection systems at three main entrances of Frontier Central High School. Operation and screening is conducted per manufacturer guidelines and District policy. The District may expand the use of these systems to other District schools.

#### Panic Alarm System

In compliance with Alyssa's Law, the District is exploring options for the installation of a manually activated silent security system to signal a life-threatening or emergency situation requiring a response from local law enforcement.

## **2.4 VITAL EDUCATIONAL AGENCY INFORMATION**

The FCSD maintains certain information about each school building within the District including, but not limited to: school populations, transportation need and emergency



telephone numbers of key personnel. In addition, similar information on other district departments as well as the assistance that those departments could provide in the event of an emergency is also maintained at the District level. A list of data and contacts will be updated and made available to key personnel (including all Principals) but is not available to the general public.

## **2.5 EARLY DETECTION AND VIOLENT BEHAVIORS**

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

- The District will ensure that appropriate school violence prevention and intervention training will be incorporated into teacher conference days and be provided to all staff during regularly scheduled staff training sessions. All threats of violence are taken seriously and investigated.
- The District recognizes that despite our best efforts, students and parents may need additional assistance to respond to bullying. To ensure a quick response to parent and student concerns, the District has developed a bullying reporting process. In compliance with the [Dignity for All Students Act](#) (DASA) each FCSD school has identified a DASA coordinator responsible for this function.
- Students and staff are encouraged to share information regarding any conflicts or potentially violent behaviors with an administrator (and law enforcement when appropriate) so an investigation can commence. The District has established an anonymous 24-hour “Safe School Helpline” to provide another means for such information to be brought to the attention of those who need to know so that the situation can be addressed in a timely manner.
- The District has developed policies and procedures for contacting parents, guardians or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.
- The District has a trained Threat Assessment Team that meets periodically throughout the school year to discuss any ongoing incidents with students, parents or staff members. This team shall consist of one administrator, counselor, social worker, psychologist, SRO (or other law enforcement official).
- All staff members are trained in FCSD procedures of reporting threats of violence and threats of suicide annually.

## **2.6 HAZARD IDENTIFICATION**

The list of sites of potential emergencies include all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses and off-site field trip locations. These hazards (and how to handle each issue) will be documented in each BLERP.

## 2.7 SCHOOL RESOURCE OFFICERS (SRO's)

- FCSD has contracted with the Town of Hamburg Police Department to provide two School Resource Officers (SRO). Guidelines have been established to follow NYS mandates regarding school discipline. School discipline in the FCSD is delegated to each building Principal. Investigations involving possible infractions of the District's Code of Conduct and the imposition of discipline thereunder are the responsibility of the school's administration. While the SRO may act as a resource to a school administrator during an investigation, the SRO may not directly question students or assign discipline. General guidelines for discipline are contained in the Code of Conduct. The roles of the SRO are listed in the contract between the Town of Hamburg and the FCSD.
- Per NYS Education Department Guideline 155.17, a guideline established in 2019, states that the FCSD will have an MOU with the Police Department stating that the Police Department delegates school discipline to the FCSD. This MOU will be contained in the School Resource Officer Agreement.
- The District will conduct searches of students, possessions and vehicles as it deems appropriate and is responsible for complying with all applicable laws and regulations regarding searches by school personnel. The SRO may provide protection for the safety of all persons involved in the search. The SRO shall not become involved in administrative (school related) searches unless specifically requested by the school to provide security, protection or for handling of weapon(s) or contraband. These searches must be at the direction and control of the school official. At no time shall the SRO request that an administrative search be conducted for law enforcement purposes or have the administrator act as his or her agent.
- Any law enforcement searches or interviewing of students for law enforcement purposes shall be limited to and performed in accordance with applicable District policies, rules, regulations and procedures, and in compliance with State and Federal Law.
- The SRO may not detain, remove or question students for any reason(s) that is irrelevant to District safety objectives the SRO is responsible for ensuring.
- Students shall not be arrested at school except: (a) where the student poses a real and immediate threat to other student(s), District employee(s), or public safety; or (b) pursuant to a judicial warrant that specifically directs the arrest of the student in a school. Building principals shall be consulted prior to an arrest of a student where practicable. The student's parent or guardian shall be notified of a child's arrest as soon as practicable.
- District officials shall notify the SRO in all cases involving possession, sales or distribution of controlled substances at school or school activities in accordance with the following:
  - A. Any controlled substances or suspected controlled substances confiscated by school officials shall be turned over to the SRO for proper identification and

eventual destruction. The SRO will also be available to testify in any school disciplinary hearing.

- B. School administrators shall be responsible for conducting any initial investigation into matters involving controlled substances. If, following that investigation, it is believed that a student is selling or distributing controlled substances, or if it is believed that the matter is beyond the scope of their duties as school administrators, the SRO will be notified. Nothing stated herein shall preclude school administrators from consulting with the SRO in connection with such investigations.
- For purposes of access to student records, the SRO is considered a “school official” under the Family Educational Rights and Privacy Act (“FERPA”) and may be provided students’ personally identifiable information on an as-needed basis to carry out SRO duties for legitimate educational purposes. Such information shall only be used by the SRO for the purposes for which the disclosure was made, and to promote school safety and the physical security of students. The SRO may not disclose personally identifiable information obtained from student records, without prior consent, to others, including other law enforcement officers who are not acting in the capacity as school officials, unless the disclosure fits within one of the exceptions to consent under FERPA. The SRO will have independent access to student names and directory information through the District’s student information system. The SRO may request student discipline records and student health records from a District administrator for legitimate educational purposes.

## **SECTION 3.0 PREPAREDNESS**

### **3.1 CHIEF EMERGENCY OFFICER**

Each school year, the FCSD appoints a Chief Emergency Officer. The Chief Emergency Officer will be designated at a Board of Education meeting. The designated Chief Emergency Officer is responsible for:

1. Coordination of the communication between school staff, law enforcement, and other first responders.
2. Lead the efforts of the District-Wide School Safety Team in the completion and yearly update of the District-Wide School Safety plan and the coordination of the district-wide plan with the BLERP's.
3. Ensure staff understanding of the District-Wide School Safety Plan.
4. Ensure the completion and yearly update of BLERP's for each school building.
5. Assist in the selection of security related technology and development of procedures for the use of such technology.
6. Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan.
7. Ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

### **3.2 DISTRICT-WIDE SCHOOL SAFETY COMMITTEE**

The District-Wide School Safety Committee is appointed by the Board of Education each school year. It may include, but is not limited to, representatives of the school board, teachers, administrators, law enforcement, local emergency responders, parents and school safety personnel. The District-Wide School Safety Team is responsible for addressing safety issues within the district and developing and updating District-Wide School Safety Plan on a yearly basis.

### **3.3 SUPERINTENDENT'S CABINET**

The Superintendent's Cabinet includes all Assistant Superintendents and Building Level Administrators and acts as the district's Emergency Operations Group during an emergency. The Emergency Operations Group shall function under the command of the Superintendent of Schools and the District's Chief Emergency Officer. This group may be activated to provide assistance to any building in need.

### **3.4 COMMAND POST**

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

## **SECTION 4.0**

### **GENERAL RESPONSE PROCEDURES**

#### **GENERAL RESPONSE ACTIONS FOR EMERGENCIES**

Subsequent sections of this District-Wide School Safety Plan outline specific response actions for individual emergency situations. If an emergency situation occurs at the building-level, it is the responsibility of each and every District employee to take those actions which are geared toward preserving the health and safety of all students, staff and visitors. Specific detailed responses are listed in each individual BLERP.

#### **4.1 CONCEPT OF OPERATIONS**

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

#### **4.2 IMPLEMENTATION OF INCIDENT COMMAND SYSTEM**

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. In general, the initial Incident Commander at the school will be the building Principal and will be the delegated authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. NYCRR Section 155.17 requires a definition of a chain of command consistent with the Incident Command System. FCSD uses the [NYSED ICS](#) structure for schools.

### **4.3 INITIAL RESPONSE**

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

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the BLERP.

### **4.4 ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITY**

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

### **4.5 DIRECTION, CONTROL, AND COORDINATION**

#### Coordination with Responders

The BLERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another.

In the event of an incident involving outside agencies, a transfer of command from the Schools Incident Commander to a responding agency will occur.

#### Use of Resources

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

## **4.6 ADMINISTRATION, FINANCE AND LOGISTICS**

### Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized district officials. This is a function of the Assistant Superintendent of Finance.

## **4.7 COMMUNICATION DURING EMERGENCIES**

The school will contact and maintain communications with parents, the media and emergency responders during an incident. The School Incident Commander or Chief Emergency Officer works with the District's Community Relations Manager and emergency responders to coordinate the release of information to ensure that information is consistent, accurate and timely. Communication procedures are detailed further in the BLERP's.

## **4.8 MULTI-HAZARD RESPONSE**

There are many variables that could impact the manner in which the Building-Level Emergency Response Team responds to a particular occurrence. These variables could include but are not limited to: time of year, time of day, weather, age of student(s) involved, location of student(s), anticipated delay from emergency responders, availability of support personnel and availability of transportation. Therefore, it is not practical to try and map out the steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing the loss of life and injury of students and school staff.

The building Principal or their designee is designated as the Incident Commander of their school during a crisis situation until relieved by a higher authority. The Principal or designee will provide leadership, organize activities and disseminate information with the assistance of the District's Emergency Operations Group or Chief Emergency Officer.

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



## **4.9 EMERGENCY NOTIFICATIONS**

Notification of significant events or events that required a call to 9-1-1 shall be made to the SRO and Chief Emergency Officer (via cell phone or radio). The Chief Emergency Officer will notify the Superintendent of Schools immediately. These notifications shall occur at the earliest and safest possible time during the response phase. The Superintendent, Chief Emergency Officer or SRO will request the additional resources necessary to assist in the building's issue. One of the possible options will be to activate the Emergency Operations Group. The goal of the Emergency Operations Group is to provide assistance and resources as needed to deal with the crisis at hand.

## **4.10 RESPONSES TO ACTS OF VIOLENCE: IMPLIED OR DIRECT THREATS**

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

- Use of staff trained in de-escalation or other strategies to diffuse the situation. Inform the building Principal or designee of implied or direct threat or troubling behaviors or communications.
- Use of the Homeland Security Checklist for incidents involving threats of explosives.
- Contact 9-1-1 if the threat may be imminent, or the SRO for their advice and assistance. Direct threats to personal safety may well constitute a violation of law and the person making the threat can be prosecuted. Prosecution in Criminal or Family Court provides another opportunity for intervention.
- The building Principal or designee may initiate a threat assessment inquiry to attempt to determine the level of threat. The District will use the Dewey Threat Assessment Model. If time permits, this inquiry would also involve interviewing potential witnesses as well as the parties involved. Some factors to consider when evaluating the level of threat include, but are not limited to, specificity of threat to a person or persons, mention of specific means or weapons, specific reason or justification, history of student, known access to weapons and propensity for violence.
- Monitor situation, adjust response as appropriate, and include the possible use of the Student services staff.
- Follow up with the appropriate procedures as outlined in the District's Code of Conduct.
- Any threats of suicide or suicidal ideations shall be reported by staff to an administrator immediately and without delay. Administrators will investigate all instances of threats of suicide or suicidal ideations without delay.

## 4.11 SPECIFIC RESPONSE PROTOCOLS

The District has established appropriate response actions to a variety of emergency situations. They are detailed in each BLERP as recommended by the NYSED Safe Schools Template. Transportation safety procedures are also in place. Law Enforcement will establish response protocols to bomb threats, hostage-takings, intrusions and kidnappings as deemed appropriate to the specific circumstances of the incident.

## 4.12 OBTAINING ADVICE AND ASSISTANCE FROM THE LOCAL GOVERNMENT

In the event of an emergency where additional advice, assistance, or assets not readily available to the district are needed, the Superintendent of Schools will activate the Emergency Operations Group to help provide needed assistance. The FCSD is partnered with the Town of Hamburg and its subdivisions (police, fire etc.) for these specific circumstances.

## 4.13 DISTRICT RESOURCES AVAILABLE DURING AN EMERGENCY

The District has identified district-based resources, which may be available during an emergency. These resources are available through the Emergency Operations Group.

## 4.14 EMERGENCY RESPONSES

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

# NY STATE EMERGENCY RESPONSE S.H.E.L.L.

SCHOOL NAME:

911 ADDRESS:



### SHELTER-IN-PLACE

SHELTER STUDENTS AND STAFF INSIDE THE BUILDING BECAUSE IT IS SAFER INSIDE THE BUILDING THAN OUTSIDE.

#### ACTIONS:

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Move away from windows, if situation warrants.
- If instructed, move out of classroom to designated safe area. Stay together at all times.
- Take Attendance.
- Listen for updates.



### HOLD-IN-PLACE

RESTRICT MOVEMENT OF STUDENTS AND STAFF WITHIN THE BUILDING WHILE DEALING WITH SHORT TERM EMERGENCIES.

#### ACTIONS:

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Listen for updates.



### EVACUATE

EVACUATE STUDENTS AND STAFF FROM THE BUILDING.

#### ACTIONS:

- Listen for instructions about the situation and your actions.
- Lead students to designated assembly or announced assembly area. Use secondary route, if necessary.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off site location.
- Listen for updates.



### LOCKOUT

STUDENTS AND STAFF REMAIN INSIDE LOCKED SCHOOL BUILDINGS DURING INCIDENTS THAT POSE AN IMMINENT CONCERN OUTSIDE OF THE SCHOOL.

#### ACTIONS:

- Listen for instructions regarding the situation and your actions.
- Lock all exterior doors and windows.
- Leave blinds/lights as they are.
- Take Attendance.
- After initial instructions, listen for updates.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.



### LOCKDOWN

SECURE STUDENTS AND STAFF INSIDE LOCKED CLASSROOMS DURING INCIDENTS THAT POSE AN IMMEDIATE THREAT OF VIOLENCE IN OR AROUND THE SCHOOL.

#### ACTIONS:

- When you hear LOCKDOWN, LOCKDOWN, LOCKDOWN announced, move quickly to execute the following actions.
- If safe, gather students from hallways and common areas near your classroom.
- Lock your door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Leave windows, blinds/lights as they are.
- Keep everyone quiet. Silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Do not respond to P.A. announcements or fire alarm.
- Stay hidden until physically released by law enforcement personnel.

#### **4.15 CRIME SCENE MANAGEMENT**

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

#### **4.16 EMERGENCY EVACUATION OF NON-AMBULATORY DISABLED INDIVIDUALS WITH DISABILITIES**

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

#### **4.17 ACCOUNTING FOR ALL PERSONS**

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

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

#### **4.18 FAMILY REUNIFICATION PLANS**

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

#### **4.19 CRISES OCCURRING OUTSIDE NORMAL SCHOOL HOURS**

Due to the many uncertainties about building occupancy during those times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all crises occurring within that time frame. The building Principal will notify the Chief Emergency Officer of the Crisis and the appropriate actions will be taken. First responders are provided keyed and card reader access to all District buildings through the use of installed knoxbox's.

#### **4.20 PROCEDURES FOR INFORMING OTHER EDUCATIONAL AGENCIES OF AN EMERGENCY**

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

#### **4.21 PROCEDURES FOR SHELTERING STUDENTS, STAFF, AND VISITORS**

In the event that it becomes necessary to shelter students, staff, visitors, or other individuals, the building Principal or their designee will contact the Chief Emergency Officer (via cell phone or radio). The Chief Emergency Officer will notify the Superintendent of Schools. If it becomes apparent that students will not be able to leave the facility, the school principal will make arrangements for adequate supervision of the students under their direction and to make provisions for building maintenance (custodial) and food services. It shall be the responsibility of the Chief Emergency Officer to inform appropriate police, Red Cross, and emergency preparedness officials. FCSD has also partnered with different local and state agencies to provide shelter to the community during certain disasters or emergencies. The Chief Emergency Officer is the contact for those agencies during the crisis. The Chief Emergency Officer will take appropriate actions during such incidents.

#### **4.22 MEDICAL EMERGENCIES AND MENTAL HEALTH**

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

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

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

#### **4.23 CYBERSECURITY INCIDENT**

A Cyber Security Incident is any event that threatens the confidentiality, integrity or availability of the information resources we support or utilize internally, especially sensitive information whose theft or loss may be harmful to individual students, our partners or our organization. FCSD has contracted RIC One to produce the Districts Cybersecurity Incident Response Plan. This plan is incorporated into the BLERP for each building.

##### Incident Response Team (IRT)

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

##### Data Privacy Officer (DPO)

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

## **SECTION 5.0**

### **RECOVERY**

#### **5.1 DISTRICT SUPPORT FOR BUILDINGS**

In addition to support during an emergency, the District will use all resources at its disposal to support the Emergency Operations Group, Emergency Response Teams and the Post-Incident Response Teams in the affected school(s) after the incident has been resolved to the point where recovery of normal operations can commence.

Additional support includes but is not limited to mental health services, building security and facility restoration.

#### **5.2 DISASTER MENTAL HEALTH SERVICES**

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

#### **5.3 REVIEW AND DEBRIEFING**

The involved school's Building-Level Emergency Response Team will meet to review the specific incident to determine if the school's BLERP was adhered to and if any improvements are needed to enhance the plan. This review may, depending on the nature and degree of the incident, include input from the Emergency Operations Group and/or representatives of local emergency response agencies. The review and debriefing may include the items summarized in the next section describing the Post-Incident Response Guide.

#### **5.4 POST-INCIDENT RESPONSE**

The FCSD has a "Responding to Tragedy and Crisis" Plan. The Emergency Operations Group, Trauma and Grief Team and the Building-Level Post-Incident Response Team will have the responsibility of assisting the school community and guiding staff and administration in coping with the aftermath of a serious violent incident or emergency. It is likely, however, that these duties and responsibilities will be shared by members of the Trauma and Grief Team, Building-Level Emergency Response Team, and the remainder of the school community.

- Convene at the earliest possible time following the crisis for a meeting to help the Principal prepare a written statement for the staff to be presented at the emergency

staff meeting. It may be most prudent to convene on the weekend in some crisis situations to effectively manage communications to staff and parents and to initiate the proper support services as needed.

- Review roles in providing support during the day of the critical incident.
- Attend an end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed.
- Meet with the principal, following the staff debriefing, if possible, to process the day's events and prepare for the next school day.
- Meet daily, for as many days as necessary, to process events and decide measures needed to meet the needs of students, staff, family, and community.
- Solicit and encourage feedback from students, staff, family and community. Feedback will be recorded for evaluation purposes.
- Meet after the passage of two to three weeks to evaluate and possibly revise the plan based on students, staff, family, and community feedback.

### **5.5 TRAUMA AND GRIEF TEAM (TIG)**

The District TIG team is a group of counselors, psychologists, social workers, nurses and other staff members who have received specialized training in responding to the emotional needs of children, teachers, and other school personnel, which arise from trauma, violence, illness, grief and loss. The TIG team will oversee the initial and on-going training program for all building crisis teams and maintain records. The TIG team is also responsible for coordinating District crisis team activities.

### **5.6 CONTINUITY OF OPERATIONS PLAN (COOP)**

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

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

## 5.7 DISTRICT RESPONSE TO DECLARED PANDEMIC

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

The Frontier Central School District's main Safety Plan is located on the Frontier Central School District website ([frontiercsd.org](http://frontiercsd.org)). The plan is updated and adopted by the Board of Education. The District has a designated Chief Emergency Officer and Medical Director. The District also has clearly identified the roles of the Emergency Operations Group. These members are appointed annually and are activated during a crisis and follow all Incident Command Protocols.

The current Continuity of Operations Plan is listed in section 5.6 of the Main Safety Plan. This section states that the District will use resources to:

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

During the current pandemic, the District submitted a reopening plan to NYS. That [Health Emergency Plan](#) is posted on the District's website. Per section 27-c of the Labor Law, the Continuity of Operations Plan must include, but is not limited to:

- a. A list and description of positions and titles considered essential in the event of a state ordered reduction of in-person workforce, as well as a justification for such consideration for each position. In the current pandemic, school staff are not essential workers according to the COVID-19 toolkit guidance. The school district needs to anticipate how certain positions/titles may be necessary to assist in response to a pandemic or communicable disease outbreak.



- b. A specific description of protocols the employer will follow in order to enable all non-essential employees and contractors to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and transferring the office phone lines to work or personal cell phones as practicable or applicable.
- c. A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce overcrowding on public transportation and at worksites.
- d. Protocols the employer will implement to procure personal protective equipment (PPE) for essential employees and contractors based on tasks and needs in a quantity sufficient to provide at least two pieces of PPE to each essential employee and contractor during any given work shift over at least six months. A plan for storage of the equipment and access to the equipment must be included.
- e. Protocols in the event an employee or contractor is exposed to a known case of the disease to prevent the spread or contraction in the workplace. The protocols shall not violate any existing federal, state, or local law, regarding sick leave or health information privacy, and must include:
  - Detailed actions to immediately and thoroughly disinfect the work area, common area surface and shared equipment; and
  - The employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.
- f. Protocol for documenting precise hours and work locations including off-site visits, for essential employees and contractors. The protocol shall be designed to aid in tracking of disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available.
- g. Protocol for working with the employer's locality to identify sites for emergency housing for essential employees to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.

### **Response to Declared Pandemic Plan**

During a declared pandemic, the Superintendent of Schools will follow the Frontier Central School District's Main District-Wide Safety Plan. The Emergency Operations Group will be activated and have the ability to meet remotely if necessary. The Emergency Operations Group has the ability to be extended to include necessary personnel in order to address the overall scope of the declared pandemic which may involve the following sub-committees:

- Child Nutrition
- Communication/Family and Community Engagement

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

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

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

Human Resources and the Medical Director will be responsible for:

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

- The employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.

f. Identifying protocols for documenting precise hours and work locations, including off-site visits, for essential employees and contractors. The protocol shall be designed only to aid in tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available.

This function may be delegated by Human Resources to Building Principals for better employee management.

g. Identifying protocol for working with State, County, and local agencies to identify sites for emergency housing for essential employees to further contain the spread of the disease to the extent applicable to the needs of the workplace. Human Resources will designate this function to the Chief Emergency Officer or the Facilities Director.

## **SECTION 6.0**

### **BUILDING-LEVEL EMERGENCY RESPONSE PLANS**

#### **6.1 PLAN DEVELOPMENT AND MAINTENANCE**

Each Frontier Central School District Building-Level Emergency Response Plan will be developed by the Building-Level Emergency Response Team under the direction of the building Principal and Chief Emergency Officer. NYCRR Section 155.17 requires that each school shall have a Building-Level Emergency Response Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate. A Building-Level Response Team and Post Incident Response team will also be appointed. The Building-Level Emergency Response Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School BLERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

#### **6.2 DISTRIBUTION OF THE PLAN**

NYCRR Section 155.17 mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police on the SED Business Portal within thirty days of adoption. This function will be completed by the Chief Emergency Officer.

[Send Building-Level Safety Plans to:](#)

New York State Police  
Headquarters – Field Command  
Attn: Safe Schools NY  
1220 Washington Avenue, Building 22  
Albany, NY 12226

[Or by email to:](#)

[info@safeschools.ny.gov](mailto:info@safeschools.ny.gov)

### **6.3 RECORD OF DISTRIBUTION**

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

## SECTION 7.0

### EMERGENCY CLOSINGS AND EARLY DISMISSAL

#### 7.1 DISTRICT CLOSINGS

The decision to close school is based on the nature of the emergency and the expected impact that the emergency will have on student safety and welfare. Most often, school closings are the result of inclement weather conditions that adversely affect the safety of student walkers and/or bus riders. The District may close all of its schools or only one of its schools, depending upon the specific nature of the emergency. It may also elect a late starting time or an early dismissal, depending on an up-to-the-minute appraisal of the specific situation.

The Superintendent of Schools (or designee) will make every effort to decide school closings in a timely manner. This will be done after the district has thoroughly evaluated the situation and after consulting with State, County, and local agencies and other District departments. All school closings will be reported to local radio and television stations for broadcast to the general public and posted to [www.frontiercsd.org](http://www.frontiercsd.org). An automated phone call, email, and/or message will also inform families of emergency closings whenever possible.

Whenever District schools close no transportation is provided for Frontier students attending schools outside the District and all afternoon and evening activities will ordinarily be canceled. Parents, staff, and students should not call their neighborhood school, District Office, or radio and television stations to ask if schools are open. Telephone lines become tied up quickly, which prevents crucial calls from going through.

Parents should instruct their children on where they are to stay when school is closed, or when school is dismissed early. Working parents should make prior arrangements with friends and neighbors for the temporary housing of their children in the event that an emergency arises while they are not at home.

While the District will make every effort to make decisions that are in the students' best interest, weather, street, and sidewalk conditions can vary widely among individual schools because of the District's size. Weather conditions can also change radically within a very short period of time. For these reasons, parents are always the final authority in deciding if their children are to be sent to school during any given emergency when the schools are open.

The Communications Manager is responsible for notifying the appropriate news agency to announce school closings or delays. The up to date list of news agencies notified will be maintained by the Communications Manager.

## 7.2 DISTRICT EVACUATIONS AND EARLY DISMISSAL PROCEDURES

### 1. If a building needs to evacuate to another location:

- As soon as possible, the building will notify transportation that there is a possibility that we may have to evacuate the building and transport the students to an alternative location.
- Transportation will transport students to the building that is designated in the BLERP unless directed to take the students to a different location by the Incident Commander.

### 2. If there is a potential for an evacuation to send students home the process is as follows:

- As soon as possible, the building will notify transportation that there is a possibility that the building needs to be evacuated and the District needs to transport the student's home.
- The Transportation Department will run PM routes. It is important to note that the PM route sheets contain all of the special needs, babysitter and PM drop information.
- All drivers will be given a copy of the PM route sheet prior to leaving for their specific route.
- The Transportation Department will attempt to send buses that correspond to the actual PM route or place temporary bus numbers on those buses that do not correspond to the actual route.
- The District/building will work with the Communications Manager to send a notice to parents that the district is sending the students home early so those at work or not at home can make proper arrangements.

## 7.3 REMOTE LEARNING PROCEDURES

### Access to Technology

Access to technology is critical for the effective movement of our plan. FCSD is dedicated to constant development and execution of district technologies to ensure sufficient links for staff and students. The district has commenced plans that are conscious of student's home access to reliable devices.

- Students in grades K-5 will be offered a Chromebook to be taken home if the district needs to transition to remote learning.
- Students in grades 6-12 have 1-1 devices for at home use.
- K-4 Students login using a Quick Card by taking the QR Code and placing it in front of the Chromebook camera to login.
- 5-12 student will login with their standard username and password

- Teachers have access to a laptop in their classroom. Teachers also have a school issued Chromebook.
- Students will use their own internet when at home. If no internet access is available, the district can provide a hotspot, if one is available. Students in need of a hotspot/MiFi will contact the Technology Department (716-926-1710 x1201) and awaiting administrative agreement will be supplied with the hotspot/MiFi in a timely manner.

### Remote Learning

FCSD will offer all students access to learning resources in multiple formats, (Classlink, Google Classroom, etc.) Additionally, the district will assist teachers through professional development. Further training on academic procedures that allow students to take part in various aspects. Students can establish understanding of Learning Standards in remote instruction synchronously through Google Meet and asynchronous through Google Classroom. In the event students do not have sufficient access to devices and/or high-speed internet, the district will give the students an alternative approach to accessing resources and instruction, ex: pick up items at school, drop off items to students' homes, etc. The district will provide families with a dedicated website for questions around the technology they are using and how to connect to those activities.



**2023-2024**  
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Mr. Christopher Swiatek

**CHIEF EMERGENCY OFFICER**

Name: Mr. Robert McDow  
Email: [rmcdow@frontiercsd.org](mailto:rmcdow@frontiercsd.org)  
Phone number: 716-926-1717

**URL for District-wide Safety Plan:**