

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

**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 Pine Valley 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-Wide School Safety Team and charges it with making recommendations regarding the development, maintenance, and implementation of the district-wide school safety plan. The finalization of the plan ultimately rests with the Superintendent, with adoption by the Board of Education each school year.

**B. Identification of School Teams**

The Pine Valley Central School District has created a district-wide school safety team that consists of, but is not limited to, representatives of the school board, teachers, staff, administrators, school safety personnel, 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 school. 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 safety 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 Pine Valley BOE*. The District Wide School Safety Plan was submitted to the New York State Education Department (NYSED) as required by regulation.

The commissioner's regulation also requires that this plan shall be reviewed by the District Wide School Safety Team on an annual basis on or before July 1<sup>st</sup> of each year, and recommendations for updates provided to the Superintendent. Hereinafter, all updates made by the District Wide School Safety Team shall be presented to the Board of Education for adoption pursuant to the regulations.

In most cases, recommendations are specific and included in building-level plans. A copy of the District Wide Plan is available at the Pine Valley District Office located at 7755 Rt. 83; South Dayton, New York 14138 and online at the district's website ([www.pval.org](http://www.pval.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 and Chautauqua 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 our Jr/Sr High School, and as full-time, part-time and substitute employees travel between the schools.

The District Wide School Safety Team 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 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 Wide School Safety Team in conjunction with the New York State Police and Chautauqua County Sheriff's Department, local fire departments and town officials have identified potential emergency situations off school property that could have an impact on the district. Factors that were considered include population, presence of hazardous materials, potential for emergencies based on geographical potential and/or national trends and proximity to district property, such as thruways, 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 which are updated annually.

### **B. Multi-Hazard Response Guidelines:**

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

- Before, during and after school, evacuation including evacuation routes and relocations sites (internal and external)
- Command post location (elementary and secondary)
- Shelter in place
- Lockdown/lockout
- 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
Bldg. Structural Failure	Flood	Radiological
Bomb Threat	HAZMAT on & off-site	School Bus Accident
Civil Disturbance	Heating System Failure	Severe Weather Emergency
Crimes Against People	Hostage Situation	Threats of Violence
Earthquake	Intruder Situation	Toxic Exposure
Elec. System Failure	Energy Supply Loss	Water/Sewer Emergency

- 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, the 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 aid during emergencies. This document is given only to the building-level safety team, district administration, the New York State Police and the Chautauqua County Sheriff's Department. The safety team details are in the confidential building-level safety plans. The safety 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 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 drills, fire drills, lockdown drills and tabletop exercises. Individual schools use various faculty/staff surveys, in order to obtain feedback on the drill practiced. School administrators then 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. 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.
- 6. Drills** - The district conducts drills and other training exercises to test components of the safety plan in coordination with local and county emergency responders and preparedness officials. 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 its safety team and will refer to the building-level safety plan and the Multi-Hazard Response Guide. The Multi-Hazard Response Guides are reviewed by the District-Wide School Safety Team 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:

- Contacting appropriate law enforcement agency.
- Informing the building Principal and Superintendent.
- Using staff trained in de-escalation or other strategies to diffuse the situation. Informing the building principal of implied or direct threats.
- Determining the level of threat with 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, isolating the immediate area and evacuating if appropriate.
- If necessary, initiating lockdown procedure and contacting appropriate law enforcement agency.
- Monitoring the situation; adjusting the level of response as appropriate; if necessary, initiating early dismissal, sheltering or evacuation procedures.
- Communicating with parents/legal guardians and the general public as needed.

*NOTE: The Pine Valley Central School District 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 district-wide school safety plan, along with definitions of ICS roles and responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures and protocols for responding to bomb threats, intruders, hostage takings and kidnapping including:

- Identification of decision-makers
- Notification of administrators and agencies
- Plans to safeguard students and staff.
- Plans for student release
- Procedures to provide transportation, if necessary.
- Debriefing procedures

**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 Pine Valley Central School District, the following communication methods will be taken:

- For small-scale incidents, schools may activate their 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, the Parent Notification call system or written notification sent home. Meetings may be scheduled in a timely manner for further discussion if necessary.

- For any major incident, the district safety team will be activated. The district will be working with the media (TV, radio, newspaper), website, social media and the 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, regarding communication with other agencies.

- A.** The Pine Valley Central School District is fortunate to have substantial ties to our first responders. 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 his/her 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 IC or backup IC), or Superintendent (district wide IC or backup IC) in an emergency would contact the dispatch center for fire, EMS, or police by calling 911.
  - Principal (building-level IC or backup IC) or Superintendent (district wide IC or backup IC) contacts the highest-ranking local government official for notification and/or assistance.
- B.** Arrangements for obtaining advice and assistance from local government official, 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: Town of Cherry Creek, Village of South Dayton, Town of Leon, Chautauqua County Sheriff's Department, New York State Police, Chautauqua County Health Department, American Red Cross, and Erie 2 BOCES Health/Safety/Risk Management Office.
  - If the emergency is within the school district boundaries and has the potential to impact the surrounding community, the Superintendent or his/her designee will notify the appropriate town officials (ex: highway dept., town supervisor, and/or public safety).
- 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 Supervisor in close coordination with the superintendent or his/her designee will activate a phone tree to inform all necessary parties. The phone tree will be in the building-level safety plan for the Transportation Department. In the event the phones are not operational, social media (Facebook, twitter, radio, television and district website) may be utilized to convey the pertinent emergency information.
- D.** Along with the phone tree, 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.

These details are considered confidential, due to the school and administrative specific information and are included in the confidential building-level safety plan.

## Section V: Prevention and Intervention Strategies

- **Security Measures and Procedures** - The district procedures require the following: Raptor System ID scan (visitor sign-in and visitor badges during regular school hours), single point of entry, buzz-in door surveillance systems, fingerprinting of employees, volunteer screening, and employee badges. Video surveillance and security intrusion systems are also used to improve security.
  - **Security Policies** - To further enhance school security and student, faculty and staff safety, the district has the following policies in place:
    - Y Visitors to the School - #3210
    - Y Code of Conduct on School Property - #3410, #3411, #3412, #3430
      - o Covers Anti-Harassment in the School District, Dignity for All Students, Threats of Violence in School, Unlawful Possession of a Weapon on School Grounds, Weapons in School and the Gun-Free Schools Act
    - Y Safety and Security - #5680
    - Y School Safety Plans - # 5681
    - Y Fire and Emergency Drills - #5683
    - Y Code of Ethics - #6110
    - Y Drug-Free Workplace - #6151
    - Y Recruiting and Hiring - #6170, # 6171
    - Y Child Abuse and Neglect/Maltreatment - #7530
    - Y Emergency School Closings - #8411
  - **Identification of Warning Signs** - The Pine Valley 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 a school social worker, school counselors and psychologist 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 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).
- Jr/Sr High School (Grades 7-12):**
- Counseling Center - All students are assigned a school counselor who works with the students and parents.
  - Student Assistance Team that can include (Principal, Psychologist, Teachers, CSE Chair, Social Worker, School Counselors and School Nurse) meet 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 Dean of Students 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.
- Student Rights and Expectations - Provided in written form in the Student Code of Conduct.
- Opening Assemblies - Character and Code of Conduct.

### **Elementary School (Grades Pre-K-6):**

- Character/Bullying Assemblies
  - Response to complaints protocol
  - Comprehensive approach to work toward an atmosphere of tolerance school wide.
  - Conflict Resolution
  - Social Skill Training
  - Reporting system to report serious offense school violence.
  - Intervention Response Teams - Members may include (Principal, Psychologist, Teachers, School Nurse, CSE Chair and Social Worker) meet monthly to discuss students who are referred by members of the committee or teachers. Specific interventions are developed, and staff are assigned to monitor progress.
  - School wide approach to appropriate behavior - PBIS - PAWS.
  - Utilization of a School Resource Officer.
- **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 Pine Valley's policy to fully comply with all applicable safety standards and laws, to comply with Commissioner of Education Regulation 155.17 including the requirement to have Multi-Hazard Training for staff and students. The best way to train students and staff on emergency response procedures so that they are prepared for multi-hazards is through annual drills and exercises in each school building. Based on the determination of the District Wide Safety Team, the following methods may be used and, if so, will be documented on the Report of Mandated Drills form which is part of the Building-Level School Safety Plan.
    - ✓ Early Go-home Drill
    - ✓ Live drills: shelter in place, lockout, lock-down, evacuation
    - ✓ Live drill for specific responses (fire, bomb threat, etc.)
    - ✓ Tabletop exercises - During these problem-solving exercises, a team meets to discuss emergency scenarios and work through possible problems that might occur. They determine how to resolve these issues thereby addressing and eliminating potential problems before an emergency occurs.
    - ✓ Emergency Response Team exercises - These drills test whether team members are clear on their role during an emergency without staging a live drill of the entire building.

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 must include 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 using 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 Pine Valley Central School District recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, Pine Valley invites local agencies to participate in and to help evaluate exercises. These agencies include but are not limited to the Sheriff and Fire Departments, Rescue and Ambulance Services, and Local Emergency Management Offices. The District/Building-Level School Emergency Response Team debriefs and analyzes these to help improve the response in the future.

Annual training is also given at each school building on its Building-Level Emergency Response Plan including: how to summon assistance in the event of an emergency; special procedures for bomb threats, hostage-taking, intrusions and kidnapping; post-incident procedures including medical follow-up and the availability of counseling and referral.

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 (30) 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 Wide Safety Committee, led by the Superintendent of Schools/designee and includes a Safety Representative of each building, meets to make recommendations to 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 Safety Team.

#### **Security measures currently include:**

- ✓ Employees are required to wear picture ID provided by the district.
- ✓ Signs directing visitors to the main office or reception desk in all buildings. All visitors will go through the Raptor System ID scan before gaining entrance to the building during school hours.
- ✓ Sign-in/sign-out stations with procedures, including the distribution of and requirement for visitors to wear a visitor's badge, at the main office (office staff) in all buildings and programs.
- ✓ Video surveillance and intercoms at entrances with locked doors and buzz-in system.
- ✓ Perimeter doors other than main entrances are kept locked.



- ✓ Indoor and outdoor video surveillance cameras in use.
- ✓ Trained Crisis Teams in place are activated as needed.
- ✓ Contractors wear picture IDs as per RESCUE regulations.
- ✓ 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 District-Wide Safety 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 monthly Administration 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 District-Wide Safety Team will act as follows:

- Sending a district-wide team member to each affected school building as a liaison between the school building and the district office.
- The team may involve the school physician, school nurses, school psychologist, school counselors or District office administrative staff as needed. If necessary, additional Chautauqua County or town 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 District/Building-Level School Emergency Response Team holds a Post-Incident Review Meeting to conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrences. 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**

Pine Valley Central Schools has created a detailed **Code of Conduct** to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary consequences resulting for 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 Code is evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct is available to students, parents, staff and community members.

## **C. Evaluation**

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

The success of Pine Valley's District Wide Emergency Response and Building Emergency Response is 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.

### **Vital Pine Valley Central School District Educational Information**

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

## APPENDIX A

### Emergency Telephone Numbers

TO REPORT SUSPICIOUS ACTIVITY:	1-866-SAFE-NYS (1-866-723-3697)
POLICE - FIRE - MEDICAL EMERGENCIES	911
Life Threatening Electrical or Gas Emergencies	911
Power Outages: <ul style="list-style-type: none"> <li>• NYSEG Power Company (High School)</li> <li>• Steuben Rural Electric co-op (Elementary)</li> </ul>	1-800-572-1131 1-800-883-8236
Natural Gas Outages: <ul style="list-style-type: none"> <li>• PPP Future Development</li> </ul>	1-585-738-0432
Poison Control Hotline	1-800-222-1222 or 1-516-542-2323
County Offices of Emergency Services: <ul style="list-style-type: none"> <li>• Erie County</li> <li>• Chautauqua County</li> <li>• Cattaraugus County</li> </ul>	716-898-3696 (24 hour) 716-753-4341 716-938-2213
County Offices of Mental Health Services: <ul style="list-style-type: none"> <li>• Erie County</li> <li>• Chautauqua County</li> <li>• Cattaraugus County</li> </ul>	716-858-8531 716-753-4104 716-701-3304
County Offices of Health Services: <ul style="list-style-type: none"> <li>• Erie County</li> <li>• Chautauqua County</li> <li>• Cattaraugus County</li> <li>• 24 Hour Crisis Services</li> </ul>	716-858-8701 716-753-4590 716-251-2584 1-800-742-0461
American Red Cross: <ul style="list-style-type: none"> <li>• Western &amp; Central New York</li> <li>• Chautauqua County</li> </ul>	716-886-7500 716-664-5115 (Jamestown)
FBI: <ul style="list-style-type: none"> <li>• Field Office - Buffalo</li> <li>• Resident Agency- Jamestown</li> </ul>	716-856-7800 716-484-7085
New York State Police: <ul style="list-style-type: none"> <li>• Troop A - Batavia</li> <li>• Fredonia Barracks</li> </ul>	1-585-344-6200 716-326-3031
Homeland Security and Emergency Services: <ul style="list-style-type: none"> <li>• Region V</li> </ul>	1-315-331-4880

**APPENDIX B**  
**Emergency Remote Instruction (ERI) Plan**  
**2023-2024 – Pine Valley Central School District -**

*The district has discretion over whether to provide remote instruction when a school or district would otherwise close due to an emergency.*

If the district would otherwise close due to an emergency, 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, the school district may remain in session and provide remote instruction, as defined in Chapter II section 100.1(u) of commissioner's regulation.

**I. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.**

Computing devices for students in grades 7-12 go home each day after school. In the event of an emergency, students in grades 7-12 would have computing devices with them in their places of residence for remote instruction. The district has enough computing devices for all students in grades PK-5. These devices are in the school building at all times. In the event of an emergency, if the building is safe to use, district staff would deploy devices to students using the resources of the transportation department (drivers and buses). Families will be informed about dissemination of devices through the district's mass communication system. During remote instruction, computing devices will be serviced asynchronously by our Technology Department to the extent practicable. If a device needs to be returned to the school, and serviced or replaced, it will be done through a drop off and pick up process at the school.

**II. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.**

The district's Student Information System (SIS) maintains information with regard to internet access for each household. Additionally, the US Census Bureau maintains information related to internet connectivity, and the district would refer to that data as necessary. In the event of an emergency, families will be asked to contact the school if they lack internet access. The district will work to connect each household, using all available resources. This may include deploying MiFi devices. The district would also work to connect families with public spaces for internet access.

**III. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions.**

On days of remote instruction, students in grades 7-12 would follow their instructional schedule. Secondary teachers conduct asynchronous lessons accordingly using digital video-based technology that will be distributed and collected via flashdrives. Video conferencing technology will be used via a schedule that correlates with the locations of buses that will be parked strategically throughout the district to aid families in their need for wifi. This signal is not strong enough to support everyone engaging in synchronous instruction and the cell tower capacity (as per Verizon and AT&T) can not sustain additional hot spots. Teachers will provide asynchronous work for students as a result of direct instruction.

Students in grades PK-5 will be engaged in asynchronous instruction matching the number of hours required for students receiving home instruction (as of July 2023 - 2 hours/day). For students in PK-2 accommodations may be made to ensure developmental appropriateness of asynchronous instruction using digital video-based technology provided on flash drives that is supplemented with phone calls and videoconferencing technology. Teachers will provide asynchronous instruction for students to practice necessary skills resulting from direct instruction. When appropriate, teachers will work with families to provide asynchronous instruction using teacher-developed materials that can be delivered by caregivers.

If teachers can access the school building safely, asynchronous instruction will be delivered from teachers' classrooms. If staff must provide instruction from their places of residence, each staff member has a dedicated device, and the district would work with staff to ensure internet connectivity. Professional development related to any required tools will be provided by the district. Teachers will work to provide the instruction using best practices for remote instruction. This includes differentiating learning to support student needs and through collaboration with special education, TESOL, and related service providers. The district would continue to communicate with teachers to provide needed resources for effective instruction to all students.

**IV. Instruction for those students for whom remote instruction by digital technology is not available or appropriate.**

The district itself cannot provide digital synchronous instruction, due to the lack of digital infrastructure within the district. If it isn't safe to provide a space for in-person learning for these students, the district would work with families to provide asynchronous instruction using materials developed by teachers and delivered by caregivers.

**V. Special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.**

The district will work to ensure all students' Individual Education Plans (IEP's) and 504 plans are followed while receiving remote instruction. Related services will be provided remotely and synchronously, to the extent practicable, and in accordance with students' plans. In cases where the instruction provided requires additional or different modifications, the CSE committee will meet to make determinations and amend students' plans accordingly in collaboration and consultation of the families.

**VI. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to Chapter II section 175.5.**

If the district would otherwise close due to an emergency, 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, the school district may remain in session and provide remote instruction, as defined in Chapter II Section 100.1(u) of commissioner's regulation. "*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. Remote instruction shall encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where such instruction is more appropriate for a student's educational needs."

Instruction provided on these session days may be counted towards the annual hour requirement. The superintendent shall certify to the Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled session day and that such school district was in session and provided remote instruction on that day and indicate how many instructional hours were provided on such session day and certify that remote instruction was provided in accordance with the district's emergency remote instruction plan.