

Attica Central School District

District-Wide School Safety Plan

Education Law §§ 807 and 2801-a, and Commissioner's Regulation §155.17¹

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-Wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

The District-Wide School Safety Plan is responsive to the needs of all schools within the district and is consistent with the more detailed Building-Level Emergency Response Plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, manmade and technological disasters. To address these threats, the State of New York enacted the Safe Schools Against Violence in Education (SAVE) law in 2000. This component of Project SAVE is a comprehensive planning effort that addresses Mitigation, Prevention, Preparedness, Response and Recovery with respect to a variety of emergencies in the school district and its schools.

The Attica Central School District in coordination with the Genesee Valley BOCES (Educational Partnership) continues to support this integral component of the SAVE Legislation through the regular review and updating of its contents. The Superintendent of Schools encourages and advocates this ongoing district-wide cooperation and support of Project SAVE.

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Section 1.0 General Considerations and Planning Guidelines

1.1 Purpose

The Attica District-Wide School Safety Plan was developed pursuant to Education Law §§ 807 and 2801-a, and Commissioner’s Regulation §155.17¹. The Attica Board of Education appointed a District-Wide Health and Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan.

This Plan is designed to provide guidance to each of the Building-Level School Safety Teams as well as the District-Level Emergency Response Team before, during, and after an emergency and describes the general roles and responsibilities of the members. It identifies who will coordinate an incident.

1.2 Identification of School Teams

As referenced in the previous section, Attica School District has maintained this District-Wide Health and Safety Team consisting of, but not limited to, representatives of the school board, students, teachers, district and building level administrators, parent organizations, school safety personnel, law enforcement, first responders and other school personnel and community representatives. The Health and Safety Team meets on a quarterly basis at the Attica High School.

<ul style="list-style-type: none"> ● Sherry Askey - NYS Trooper ● Mike Jansma - HS Principal ● Jeffrey Nowicki - Director of Facilities ● Sherry Bennett - Elementary School Principal ● Christina Burnette - Utica National Insurance Group ● Erica Frongetta - School Counselor ● TBD - Board of Education Member ● Dean Hendershott - Community Member ● Dr. Kiel Illg - Superintendent of Schools & Chief Emergency Officer ● Lisa Lukasik - High School Secretary ● Melissa George - Parent/Community Member ● TBD - Wyoming County Sheriff ● Valerie Lunger - GVBOCES Health & Safety Specialist ● Meaghan Matuszak - Assistant Superintendent of Business & Operations 	<ul style="list-style-type: none"> ● Brian Meyers - Wyoming County Director of Emergency Services ● Jay Myers - Attica Fire Department ● Michelle Pitkin - HS Science Teacher ● JennyBee Rappold - Head Custodian ● Colin Reagan - Wyoming County Undersheriff ● TBD - Board of Education Member ● Ken Tisdale - Wyoming County Sheriff’s office ● Sheryl Travis - Nursing Department Chair ● Molly Kirsch - Parent/Community Member ● Nicole Jermain - PTG Representative ● Sam West - School Resource Officer, Wyoming County Sheriff’s Office ● Sandy Fialkowski - STA ● Lauryn Wescott - Student Representative ● John Delude - Transportation Expeditor ● Karl Zufall - Attica Chief of Police
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In addition, each school building’s Building-Level Emergency Response Plan identifies four (building-level) safety-related teams. Team members are identified in the Building-level Emergency Response Plan.

1. Building-level Emergency Response Team
2. Emergency Response Team
3. Post-Incident Response Team
4. TIG Team

1.3 Concept of Operations / Relationship between the District-Wide School Safety Plans and the Building-Level Emergency Response Plans

General protocols reflected in the District-Wide School Safety Plan guide the development and implementation of individual Building-Level Emergency Response Plans. This Plan sets forth the general procedures and protocols to be adhered to at each individual school essentially serving as the “safety” standard operating procedures. This includes the consistent use of plain language terminology for events and procedures to ensure understanding and to prevent confusion.

The building principal at each school appoints a Building-Level Emergency Response Team that develops and maintains the Building-Level Emergency Response Plans at the building level. It is expected and understood that no two Building-Level Emergency Response Plans will be identical as each has a unique student and staff population, physical layout and geographical considerations. This does not however relieve any school from abiding by the expectations set forth in the District-Wide School Safety Plan. As the Attica Middle School and High School share one building, there will be one (1) Building-Level Emergency Response Plan for that campus developed and maintained by the one Building-Level Emergency Response Team established by the principals of both the MS and HS.

In the event of an emergency or violent incident, the initial response at an individual school will be by that building’s Emergency Response Team under the direction of the principal (Incident Commander) or their designated alternate.

Upon activation of the school Emergency Response Team, the Superintendent of Schools 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.

1.4 The National Incident Management System (NIMS)

The National Incident Management System integrates existing best practices into a consistent, nationwide, systematic approach to incident management that is applicable at all levels of government, nongovernmental organizations (NGOs), and the private sector, and across functional disciplines in an all-hazards context.

Five major components make up this systems approach: Preparedness, Communications and Information Management, Resource Management, Command and Management, and Ongoing Management and Maintenance.

These critical components are addressed within the Attica Central School District’s District-Wide and Building-Level Safety Plans.

1.5 Plan Review and Public Comment

The original plan was made available to the public in May 2001 with the Board of Education adopting it in June 2001.

The District-Wide School Safety Plan will be made available for public comment a minimum of 30 days prior to being adopted by the Board of Education. Prior to adoption, the district will hold at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. The public comment period and the public hearing will be advertised in the local pennysaver and on the district website. The Board of Education will formally adopt the District-Wide School Safety plan by September 1st annually.

The District-Wide Safety School Plan will be reviewed periodically during the school year and updated as necessary by the District-Wide Health and Safety Team. The required annual review and update of the

plan will be completed by the District-Wide Health and Safety Team prior to its formal adoption by the Board of Education.

A copy of Attica's District-Wide School Safety Plan is available in the District Office - located at 3338 East Main St, Attica, NY 14011. It can also be found on the District's website at www.atticacsd.org or by calling 585-591-0400 x 1001. Any comments or concerns regarding Attica Central School's District-Wide School Safety Plan should be directed to Dr. Kiel Illg, Superintendent of Schools and Chief Emergency Officer at 585-591-0400 x 1001.

Full copies of the District-Wide School Safety Plan and any amendments will continue to be submitted to the New York State Education Department within 30 days of adoption as required. Building-Level Emergency Response Plans are confidential and are not subject to disclosure under Article 6 of the Public Officers Law or any other provisions of law. Copies of the District-Wide School Safety Plan as well as each school's Building-Level Emergency Response Plans are provided to the School Resource Officer, Village of Attica Police Department, the Wyoming County Sheriff's Office, the New York State Police, the Attica Fire Department, and the Wyoming County Office of Emergency Services as required by law.

Section 2.0 Mitigation and Prevention

2.1 Mitigation and Prevention Strategies

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over mitigation.

However, not all such events will be prevented despite our best efforts. Therefore, we must formulate plans to intervene and mitigate – or minimize the impact and damage - of any negative event.

This section will identify specific prevention and mitigation strategies that have been implemented within the Attica School District. Many of these components serve as both prevention and mitigation tools.

2.2 Program Initiatives

The Attica Central School District recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety and quality of life for all those in the Attica CSD school community.

The District has implemented various programs and activities aimed at improving communication among students and between students and staff for the purpose of reporting potentially violent incidents, such as the establishment of:

- Non-Violent conflict resolution training programs
- Direct instruction of violence prevention and mental health awareness
- Professional development for faculty and staff on situational and multi-hazard responses
- TIG Team (Trauma, Illness, and Grief) implementation
- Peer mediation and adult mentoring programs
- Establishing anonymous reporting mechanisms for school violence/bullying
- Awareness and intervention programs, designed by the Counseling Department and the School Resource Officer
- District-sponsored community education seminars and informal programs at times that are convenient to parents and families

2.3 School Safety Assessments

The District Health and Safety Committee will form a sub-committee to annually conduct a school safety assessment. Any safety recommendations will be discussed with the District Health and Safety Committee for consideration. Likewise, school administrators along with the District SRO and other members of law enforcement and EMS are continually monitoring district procedures and conditions to find areas of improvement to the overall safety and security of the facilities and occupants.

2.4 Multi-Hazard Training, Drills, and Exercises

The District will provide annual multi-hazard school safety training for all staff and students. The components of this training will be consistent across the district while the means of dissemination will likely be varied due to the grade levels involved and other building specific issues. Staff training will be routinely conducted at the school level during opening day. Additionally, NYS mandated training is annually assigned to all staff for completion by September 15th. Staff will complete annual training using an online program called Vector Solutions Safe Schools. Age-appropriate drills with the entire school

population are conducted throughout the school year. These drills will primarily focus on our ability to responsibly and efficiently assess a situation, initiate proper communication with the appropriate personnel and agencies and to be able to identify and take the necessary protective actions in a timely manner to mitigate the negative impact of an event. Members of the TIG Team (Trauma, Illness, and Grief) are trained to work cooperatively with the District and Building Safety Teams to coordinate support for training, drills, and exercises.

The District provides written information to all staff and students regarding emergency procedures by the means of handouts and student handbooks at the beginning of each new school year and as needed upon request.

The District will ensure that each building conducts drills and exercises to test the components of their respective building-level plan. The use of tabletop exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals. Specific drills and training such as those involving our Lockdown and secure Lockout procedures and alternate site evacuations will be conducted annually (see below) and may involve a staff drill or training session only for the entire school population.

The District has established procedures regarding annual notification of parents or persons in parental relation regarding drills. Written parental consent will be required for all students if the District chooses to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials. Exercises that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency will not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds. In addition, such exercises will not include students without written consent from parents or persons in parental relation.

Each school will conduct the following types and number of drills:

Fire Drills	8 total (6 between Sept 1 and Dec 31)
Lockdown*	4 total (2 between Sept 1 and Dec 31)
Early dismissal**	1 total as scheduled by district

*Schools may choose to combine the Lockdown drills where a Hold-in-Place is directed and implemented and then before being released is elevated to a Lockdown.

All drills will occur after the annual training in emergency procedures has been provided to students and staff, and will be conducted periodically throughout the school year (not all within a few days for example) so as to make the most of the training.

**Early Dismissal drills will not occur more than 15 minutes earlier than normal dismissal time. Transportation and communication procedures will be included in the test. Parents and guardians will be notified in writing at least one week prior to such drill.

- Drills and training will be conducted in a trauma informed, developmentally and age appropriate manner.
- Drills and training will not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or another emergency.
- Notification to parents and those in parental relations regarding drills will be made within one (1) week before each drill.

2.5 Implementation of School Security

- **Routine Precautions by all staff**

All staff are expected to immediately report to their building principal any information they have received or observations they have made regarding anything that could possibly impact the safety and security of anyone within the school community.

Note: Staff should always err on the side of safety and share such information each and every time. No detail is too small or inconsequential as individual staff may not be aware of all circumstances surrounding a particular student or concern.

Teachers should have classroom doors open and ready to receive and supervise students at the start of the instructional day and whenever possible, be in or near their doorway to assist in monitoring student activity during passing times.

- **Limited Access**

Each school district building is tasked with implementing this policy while tailoring it to the specific needs of their building. Generally, this means that the fewest exterior doors necessary to maintain normal business will remain unlocked during portions of the regular school/business day – most commonly to facilitate morning arrival. Those doors that may need to remain unlocked during a portion of the school/business day should be monitored in some fashion. All entrances are to be secured shortly after the start of the instructional day.

Once secured for the instructional day, the schools utilize an audio and/or video electronic, visitor access control system at their primary entrances that provides a means for school staff to remotely screen and approve visitors prior to actually granting them access into the building.

- **Staff Photo Identification Badges**

All permanent Attica School District employees are issued photo identification (proximity) badges that are to be displayed at all times while on school district property to assist visitors, students and staff in identifying employees as well as possible intruders.

- **Visitor Policy**

Each school requires visitors to sign in, receive and display a school issued VISITOR pass. Visitors who are not expected and pre-approved will be screened and their visit verified with the party they were coming to see prior to the visitor being escorted or directed to their destination. This screening may include asking the visitor to provide a form of photo identification if deemed appropriate. Should an unannounced visitor appear at a classroom, office or be observed in the hallways without proper identification (visitor pass or a note from the office), staff may approach and inquire as to the visitors business and may contact their school's main office immediately for assistance.

- **School Resource Officer**

A part-time School Resource Officer has been in place since 2015. This position became full-time for the 2018-2019 school year. The SRO has an office in the High School and at the Elementary School, and is responsible for having a daily presence and maintaining safety and security at all Attica school buildings. The SRO assists with student discipline when necessary; is a committee member of the District Health and Safety Team; actively participates with district and building-level safety plan development and updates; actively and competently uses the school security camera system when needed; acts as a liaison between the school and law enforcement; the SRO also makes recommendations to administration with regards to student

and staff safety. The SRO participates in professional development; offers safety course opportunities to staff; and teaches educational programs to students throughout the school year.

- **Student Sign-Out Procedures**

Schools are diligent in ensuring that only those persons authorized to sign-out students are allowed to do so utilizing the applicable data maintained within school records and the School Tool System. Staff may also require a photo ID if the requesting party is unknown to them and may contact a parent or guardian for confirmation when deemed appropriate.

- **Teacher / Hall Monitors**

The High/Middle School utilizes teachers to supervise students and visitors in the halls, corridors and cafeteria during the school day. Teachers are assigned as cafeteria monitors based upon their availability. Each teacher is instructed at the beginning of the school year as to the policies and procedures for dealing with students and visitors in a supervisory role.

- **Video Surveillance**

A digital video surveillance system is in service at all Attica schools to assist in monitoring, deterring and recording activity in high use areas, as well as areas of chronic concern or perceived vulnerability.

- **Fire Alarm**

A fire detection alarm that is linked to a central monitoring station is in service in every school building. These alarms and fire response procedures are tested regularly consistent with NYSED regulations.

- **Mass Communication System**

The School District utilizes a mass communication system capable of making internal and external emergency notifications to all or a portion of the school community.

2.6 Vital Educational Agency Information

The District maintains general information about each educational facility located within the geographical boundaries of the school district, including non-public schools and childcare facilities. Additionally, the District maintains copies of student/family census material (including contact and custodial information) in an electronic and hard copy form. This Vital Educational Agency Information is maintained and updated regularly. In the event that an evacuation is necessary, administration will have access to this information electronically, if conditions allow, and in hard copy form. This will be updated at the beginning of each school year or when personnel changes, and then on a regular basis. Any details about the building population are confidential and only listed in the Building-Level Emergency Plan.

2.7 Early Detection of Potentially Violent Behaviors

The District recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors. As such, the District will ensure that appropriate school violence prevention and intervention training will be incorporated into all phases of staff professional development.

Students, their parents, and all staff are encouraged to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an assessment or investigation can commence in a timely fashion if deemed necessary. The district has set up a help hotline to facilitate communications. **The Safe Schools Helpline number is: 1-800-418-6423 ext. 359 or text: 66746, TIPS**

This communication may extend beyond Attica School District personnel to include members of the District's Threat Assessment Team...Law Enforcement, Mental Health Professionals, etc...., when deemed appropriate and within existing legal parameters.

The Wyoming County Threat Assessment Committee – WYTAC, is a resource available in the area to help assist schools in identifying, evaluating, and addressing threats or potential threats to school security. WYTAC can review incidents of threatening behavior by students (current and former), parents, school employees, or other individuals who pose a threat to the school. WYTAC can also help determine whether a true health or safety emergency exists and help the school initiate the proper response. Members of WYTAC might include officials such as school principals, counselors, law enforcement unit officials, outside medical and mental health professionals and local law enforcement officers.

The District maintains policies and procedures for the dissemination of informative materials regarding the early detection of potentially concerning behaviors, including, but not limited to the identification of family, community, and environmental factors to teachers, administrators, parents/guardians, students, and other persons deemed appropriate to receive such information. To prepare for violent incidents and increase student safety, all staff members are trained annually on the identification of early warning signs and violence prevention strategies.

2.8 Hazard Identification (External and Internal) - SITES OF POTENTIAL EMERGENCY

The general list of sites of potential emergency include: all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses, off-site field trips, prisons, rail line, and trucking routes 98 and 238.

In addition, each individual Building-Level Emergency Response Team has assessed their own facility for any unique hazards and has documented them in their respective Building-Level Emergency Response Plans.

Section 3.0 Response

3.1 Response Actions for Emergencies / Multi-Hazard Response - Introduction and general discussion

NOTE: In the event of a catastrophic emergency (fire, building collapse, etc.) the evacuation of the building and the preservation of life is the only consideration. It is anticipated that specific procedures outlined in this document, particularly as they relate to notifications, line of authority, etc., may be violated in cases involving catastrophic emergencies.

There are many variables that could impact the manner in which the school Emergency Response Team responds to a particular occurrence. These variables could include: time of day, weather, age of students, location of students, anticipated response time of emergency responders, availability of support personnel, availability of transportation, to name just a few. 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 injury and loss of life.

If an emergency situation occurs at the building level, it is the responsibility of each and every district employee to take those actions that are geared toward preserving the health and safety of all students, staff and visitors.

The building principal is designated as the person in charge – the **Incident Commander** – during the initial response to any emergency at their respective school. The principal will provide leadership, organize activities and disseminate information with the assistance of the Building-Level Emergency Response Team, Emergency Response Team and the TIG Team if needed. If the principal is unavailable or not on site then the **Designated Alternate** will act in their absence with the same authority and responsibility. **The Assistant Superintendent of Business & Operations will act as the designated alternate and assist the building principal at the Attica Elementary School in the event of an emergency.**

The Superintendent of Schools, the Assistant Superintendent of Business & Operations or their Designee will serve as the primary emergency public information officer during most emergencies. The overall functions of a public information officer will be to present a positive, competent image of the school district while providing accurate information to the public regarding any unplanned event that may result in a change in the regular school day schedule (i.e. cancellation, early dismissal, etc....) or any event that may cause undue panic and concern and result in a problematic rush to the school by parents and media.

At the onset of an incident, the Incident Commander may assemble the Emergency Response Team and assess the incident or threat level. Once established, the response levels may fall into a specific category with the corresponding action, as outlined below.

- Low level response
 - Respond to incident and mitigate immediately
 - Call additional resources as needed
 - Communicate only as needed

- Medium level response
 - Respond to incident and mitigate if possible
 - Bring in additional resources such as EMS
 - Protect potentially affected building occupants
 - Communicate in accordance with the Communication Annex
 - Possibly debrief with the entire Emergency Response Team

- High level response
 - Take immediate actions to protect occupants
 - Call 911
 - Assemble entire Emergency Response Team
 - At the entire conclusion of the incident, debrief with the Emergency Response Team

3.2 Procedures to Coordinate the Use of School District Resources and Manpower During Emergencies

The District has identified procedures to use school resources including, but not limited to:

- Facilities for sheltering and buses for transportation - see Section 3.6 - Transportation Annex
- Maintenance vehicles including vans, pickup trucks and dump trucks for material transport
- Maintenance machines for moving items/ transport as necessary
- Emergency response equipment including first aid supplies, barriers, emergency response kits, temporary shelter
- Food and food preparation equipment
- Technology as appropriate including laptop computers, cell phones, landline phones, fax machines, walkie talkies
- Cots, blankets etc. as available
- The emergency backup generators are also tested annually and all systems verified functional without electricity.

3.3 Situational Responses/Multi-Hazard Responses

Responses/Actions – Included in the building-level safety plans are for handling multi-hazard emergencies and are in compliance with the Incident Command System (ICS). Functional Annexes (specific information and direction) provide standard language and procedures, and are intended to be transferable to schools statewide - modifications are not recommended. These protocols are updated annually and are included in the confidential Building-Level Emergency Response Plan. These guidelines include, but are not limited to:

- **Shelter-In-Place:** A protective action that involves moving the entire school population to a designated location or locations within the building after that area has been deemed appropriate and safe. This action may be implemented due to an actual or threatened severe weather event (i.e.: high winds or tornado) or during any emergency (i.e.: non-specific bomb threat) when inclement weather conditions are such that a full building evacuation may endanger students, faculty and staff.

- **Hold-In-Place:** If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue, or medical emergency that requires student and staff movement to be limited, a “Hold-In-Place” may be initiated. This is intended to limit movement of students and staff while dealing with short term emergencies.

- **Evacuation:** A protective action that involves moving students, staff and visitors away from the school building for their protection to a predetermined location away from the building in response to an emergency (i.e. fire, explosion, intruder, hazardous material spill).
- **Secure Lockout:** A protective action that may be implemented when a situation is occurring outside of the school building or in the vicinity of school property (i.e. police investigation). All students and staff involved in outside activities will be brought inside and all exterior doors locked. All internal school day activities may continue - including passing between classes, pending further instructions.
- **Lockdown:** Describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in rooms away from immediate danger.

3.4 Responses to Acts of Violence: Implied or Direct Threats

The Attica Central School District uses the following type(s) of procedure(s):

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Inform Building Principal of implied or direct threat
- Initiate lockdown, secure lockout, or evacuate if appropriate
- Determine level of threat with Superintendent/designee
- Contact the appropriate law enforcement agency, if necessary
- Discipline or legal action, as appropriate
- Monitor the situation, adjust response as appropriate

Policies and procedures for responding to acts of violence by students, teachers, other school personnel, and visitors to the school including threats by students against themselves, which may include the risk of suicide.

- Gather and verify the information regarding the situation; be as specific and clear as needed.
- Review school procedures.
- The principal will notify the Superintendent's Office.
- The superintendent will decide in what way other schools will be informed of the situation.
- Principal/Building TIG contact will contact the District TIG Coordinator.
- Determinations are made as to how and when to share information with TIG Team, and other affected buildings.
- Consult with law enforcement regarding which details are to be shared.
- Identify who will act as a family liaison and then that individual will contact the family members to discuss how and what information they wish to be shared with their student.
- Consult SchoolTool to identify which students would be most closely affected. If any child at school is directly affected by the situation decisions will be made as to level of disclosure.
- Identify a list of students and staff that are directly impacted and divide among members for check-in.
- Timing needs to be immediate as we wish to avoid students becoming aware of a situation via their personal communication devices. If this does occur, support will be given to those students. Referrals offered and support encouraged.
- A suitable room or area for support will be designated as a specific location for the TIG Committee members.
- Building level TIG Team meets with school psychologist, school counselor, school nurse and/or principal, to formulate a plan for the day.

3.5 Communication Annex

Internal Notification - The Building Principal or designee must ensure that the proper people are notified within the building and within district-level offices and departments in a timely manner to keep them informed as to the nature of the incident as well as potential danger zones to be avoided, to obtain necessary assistance and to direct that the appropriate protective actions be implemented.

- Building-Level - public address system, two-way radios, bullhorn, building e-mail, conventional landline or cellular telephones, or a runner.
- District-Level - conventional landline or cellular telephones, two-way radios, or e-mail.
- In order to notify the Emergency Response Team and activate the emergency response protocol at the district-level - contact the office of the Superintendent or the Director of Facilities.
- Plain Language - Attica Central School District uses plain language which refers to the use of simple, common, direct words, terms and phrases in all communications during an emergency. No color codes, no coded words or phrases, no unique bells or tones.

External Notification - Should the initial assessment suggest that the assistance of outside emergency responders will be necessary, direct someone to call 9-1-1 and to stay on the line. Provide the operator with as much information as possible. If safe to do so, remain on the line and have someone meet the first responders at a designated, safe location to direct them to the scene of the incident.

- By contacting Wyoming County 9-1-1, the system for coordinating the delivery of assistance from both the county and local agencies will be activated.

Notification to Other Educational Agencies - This includes all educational agencies, public and non-public.

- The incident commander will evaluate the potential impact of an emergency on other educational agencies located within the boundaries of the Attica Central School District as well as neighboring school districts and the regional BOCES.
- If the impact is evident, the incident commander will direct that the contact person at each affected educational agency be notified by telephone as to the status of the emergency and potential impact to the contact person's facility.
- If such contact cannot be made for whatever reason, the incident commander will contact 9-1-1 and request assistance in making the necessary notifications.

Public Information: Parents / Community / Media - Note: If at any time, representatives of the media arrive on one of our campuses to cover a story, they should be directed to the District Office and not be allowed to interview students without expressed permission. The District Office should then be immediately notified of their presence as well.

This notification may be made utilizing a mass communication system capable of making emergency notifications to all or a portion of the school community through a building-level parent email list, phone tree, or by a letter written by the affected Building's Principal and reviewed by District Administration.

3.6 Transportation Annex

In the event an emergency leads to the determination that students will need transportation to an off-site evacuation location, the Transportation Expeditor will be called to initiate the response from the transportation companies.

It is understood that STA has 4 buses with drivers on duty that can respond to either campus within 15 minutes. Additionally, 6 - 10 more drivers and buses could be available within a half hour. With that in mind the following should be considered and communicated to the Transportation Expeditor:

- Where will we be loading students?
- Do we need a place to stage buses?
- Where will we be going?
- How many students are we transporting?
- Wheelchair bound students?

3.7 Extreme Heat Accommodations (Interior and Exterior)

Heat (Interior) - Extreme heat condition days shall be defined as days when the occupiable educational and support services spaces are found to be eighty-two degrees ($\geq 82^{\circ}\text{F}$) or greater Fahrenheit.

When practicable, students and staff should be removed from the occupied space when the room temperature reaches 88°F . Support services spaces shall not include kitchen areas used in the preparation of food for consumption by students.

Method of Measurement

Room temperature shall be measured at a shaded location, three feet (3') above the floor near the center of the room.

Relief Actions

The following actions (Include, but are not limited to) may be implemented in instances of extreme heat:

- Turning off the overhead lights;
- Pulling down shades or blinds;
- Turning on fans;
- Opening classroom doors and windows to increase circulation;
- Turning off unused electronics that produce heat;
- Increasing cooler, fresh air returns in the evenings and early mornings; and/or
- Opening air-conditioned spaces.

3.8 Emergency Guide for After School Activities

The district Health and Safety Committee in conjunction with district leadership, have developed the Emergency Guide for After School Activities. This document is housed as an annex to the Building-level ERP's and addresses emergency response procedures for activities taking place outside of the regular school day.

3.9 Sudden Cardiac Arrest Preparedness – Cardiac Emergency Response Plan (CERP)

Purpose

In compliance with Education Law §2801-a(n) (Desha's Law) and Public Health Law §917, Attica Central School District has established a Cardiac Emergency Response Plan (CERP) to ensure a prompt, coordinated, and effective response to incidents of sudden cardiac arrest (SCA) or similar life-threatening emergencies occurring on any school site or at any school-sponsored event, including athletic programs. This section provides the district-wide framework for cardiac emergency preparedness and response, to be supplemented by building-specific CERP annexes within each Building-Level Emergency Response Plan. Building-level annexes must include venue-specific response protocols for all athletic facilities and off-site events, identifying AED locations, access routes, and trained personnel coverage.

Policy Statement

Attica Central School District will maintain a district-wide CERP aligned with the American Heart Association's (AHA) evidence-based core elements. The plan shall be reviewed annually by the Attica Central School Health and Safety Team and approved by the Board of Education. Each building shall develop and maintain a venue-specific CERP annex that conforms to the standards established in this

section and follows the NYSED functional annex format requirements for Building-Level Emergency Response Plans.

Core Components

- **Cardiac Emergency Response Team (CERT):** Minimum of 5 trained responders or 10% of building staff, whichever is greater. Roles may include CPR provider, AED retriever, 911 caller, EMS liaison, and crowd control.
- **CPR/AED Training Requirements:** The district-wide school safety team may provide first aid, CPR, and AED training for relevant staff, including members of building-level emergency response teams.
- **AED Placement and Maintenance:** AEDs located to allow retrieval and deployment within 3 minutes from any location on campus; clearly marked, unlocked during events, maintained per manufacturer guidelines; maintenance and inspection logs kept at each building with the building Nurses.
- **Communication Protocols:** Internal – CERT activation and role assignments; External – Immediate EMS activation (call 911) and coordination with responding agencies.
- **Practice Drills:** At least one annual CERP drill per building, including AED retrieval and CPR initiation and measurement of time from collapse recognition to AED application, with a goal of 3 minutes or less; drill reviews documented in after-action reports.
- **Continuous Improvement:** Annual review of the plan and post-incident/debrief updates to procedures. An after-action report will be completed within 24 hours of any cardiac emergency or drill and forwarded to the Attica Central School Health and Safety Team for review and follow-up actions.

EMS Coordination

The Attica Central School Health and Safety Team and building administrators will coordinate with local EMS to integrate CERP procedures into community responder protocols, including site orientation and AED location information. This coordination will occur at least annually and will include sharing updated AED maps, site access points, and any changes in CERT composition or building layout.

Recordkeeping and Reporting

CPR/AED training records will be maintained by Human Resources. AED maintenance records will be maintained by Facilities. Drill and incident documentation will be retained by the building administrator and forwarded to the Attica Central School Health and the Safety Team.

Recognizing Sudden Cardiac Arrest (SCA)

Definition

Sudden cardiac arrest is a **life-threatening condition** where the heart suddenly and unexpectedly stops beating. This leads to loss of blood flow to the brain and vital organs. Without immediate CPR and defibrillation, death can occur within minutes. Call 911 and activate the Cardiac Emergency Response Plan.

Sign/Symptom	Description	Notes
Sudden collapse	The person falls to the ground without warning.	Often the first and most obvious sign; may occur during or after physical activity, or at rest.
Unresponsiveness	No response to shouting or tapping on the shoulders.	Check for responsiveness immediately upon collapse.
No normal breathing / only gasping	Breathing may be absent, irregular, or limited to agonal gasps (abnormal, gasping breaths).	agonal gasps are not normal breathing.
No pulse	No heartbeat detectable by trained responders.	Lay rescuers focus on “no breathing or only gasping” to trigger CPR; trained personnel also check pulse.
Seizure-like activity	Brief, involuntary movements may occur during the first seconds of arrest.	This can be mistaken for a seizure; check breathing and responsiveness.
Sudden collapse during exertion	Especially concerning athletes or during physical activity.	NYSED sports-related SCA guidance emphasizes this scenario.
Pale or bluish skin	Skin may appear ashen, cool, or cyanotic (blue lips/fingertips).	Caused by lack of oxygenated blood circulation.

Section 4.0 Recovery

4.1 Review and Debriefing

Review of an incident and whether or not an incident requires debriefing, will be determined by the severity level of the incident. The involved school's emergency response team will meet as soon as is practical after the incident is resolved to review the incident and determine if the school's Emergency Response Plan was adhered to, to evaluate the quality of that response and to determine if any improvements are needed to enhance the plan.

Depending on the nature and scope of the incident, this review may include input from members of the emergency response team as well as local emergency responders.

4.2 District Support for Buildings

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

4.3 Disaster Mental Health Services

In addition to all district mental health professionals and providers, Attica CSD may request the assistance of outside agencies to support the Post-Incident Response Teams at the affected school(s). This may involve seeking out additional local (nearby school districts, city and/or county) support or could, if warranted, involve accessing federal and state mental health resources as well.

The district has also implemented the TIG team to quickly respond to situations. Members of the District TIG team are named in the Building-level Emergency Response Plans.

4.4 Post Incident Response to a Crisis

Crisis - means an unpredictable, tragic event or situation that has potential to cause a state of upset and disorganization. Some examples are: death of a student, death of a staff member, death of a significant other to a student or staff member, traumatic event, suicide, serious accident, fire, violent school intrusion, community / national / world crisis event or a natural disaster.

General Guiding Principles

- A post-incident response team (TIG Team) is in place and prepared at all times
- The students have a place to go to grieve with support staff available
- Flexibility is provided to relieve teachers who themselves may need the opportunity to grieve
- Public information is accurate and non-inflammatory
- Connections with the family and other sources (e.g., clergy, funeral director, town officials, etc.) are established
- The Post Incident Response Team knows the wishes of the family, what is happening, and when specific events or observances are taking place
- At risk students are identified and outreach is made
- The goal is to return to normal school routines as soon as possible while maintaining support for those who need it

Section 5.0

Building-Level Emergency Response Plans

Commissioner's Regulation 155.17

Introduction

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

Each school building within the Attica Central School District must conform to the standard procedures and protocols detailed in the District-Wide School Safety Plan. As each building is unique in population, staff, layout and location each building-specific plan has been customized to meet the individual needs of that building while keeping with the intent of Project SAVE.

The Attica Central School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going District wide cooperation and support of Project SAVE.

General Considerations and Planning Guidelines

Purpose

Each school's Building-Level Emergency Response Plan has been developed pursuant to Commissioner's Regulation 155.17. At the direction of the Attica Central School District's Board of Education, the principal of each school has appointed a Building-Level Emergency Response Team and charged it with the development and maintenance of the School Emergency Response Plan.

Identification of School Teams

Each school has developed four emergency teams:

- Building-Level Emergency Response Team
- Emergency Response Team
- Building-Level Post-Incident Response Team
- TIG Team

These teams are composed of personnel from within the school itself and the district as well as representatives of other stakeholder groups within the school and the Attica community. The role of each team is briefly summarized in the Plan Summary section of this document.

Concept of Operations

The initial response to all emergencies at all District schools will be by the appropriate members of the School Emergency Response Team. Upon the activation of the School Emergency Response Team, the Superintendent will be notified and, where appropriate, local emergency officials will also be notified.

Plan Review and Public Comment

- The building-Level ERP will be reviewed by the building level emergency response team at least annually and updated as necessary, and will be adopted by the Board of Education by September 1 annually.
- Building-level Emergency Response 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.
- A copy of the plan will be filed with the State Police and local law enforcement within 30 days of adoption, but no later than October 1 each year. To comply with the requirement to submit to State police, plans will be entered in the SED Monitoring/Safe Schools application on the NYSED Application Business Portal.

SCHOOL RESOURCE OFFICER (DEPUTY SHERIFF) AGREEMENT

This AGREEMENT is made between the County of Wyoming, a municipal corporation with its offices located at 143 North Main Street, Warsaw, New York 14569, herein after referred to as the County, and the Attica Central School District, with its principal office located at 3338 East Main Street, Attica New York 14011, herein after referred to as the School District.

WITNESSETH:

WHEREAS, the School District has made a request that the County of Wyoming authorize the Sheriff of Wyoming County to provide a Deputy as the on-site School Resource Officer, hereinafter "SRO".

SERVICES TO BE PROVIDED

1. Provide law enforcement and police services to the school, school grounds and area adjacent to the school. Investigate allegations of criminal incident per Sheriff's Office policies and procedures. Enforce state and local laws and ordinances. Make appropriate referrals to juvenile authorities or other governmental agencies.
2. Work to prevent juvenile delinquency through close contact and positive relationships with students. In addition, the SRO shall develop crime prevention programs and conduct security inspections to deter criminal or delinquent activities. The SRO should monitor crime statistics and work local law officers and students together to design crime prevention strategies.
3. Establish and maintain a close partnership with school administrators in order to provide for a safe school environment. Assist school officials with their efforts to enforce Board of Education policies and procedures. Ensure school administrator safety by being present during school searches, which may involve weapons, controlled dangerous substances or in such cases that, the student's emotional state may present a risk to the administrator. Assist school administrators in emergency crisis planning and building security matters. Provide a course of training for school personnel in handling crisis situations which may arise at the school.
4. Be visible within the school community. Attend and participate in school functions. Build working relationships with the school's staff as well as with student and parent groups.
5. Develop and implement classes in law related education to support the educational efforts of the faculty. Work closely with teachers in designing and presenting law-related topics and the role of police in society.
6. Work with guidance counselors and other student support staff to assist students and to provide services to students involved in situations where referrals to service agencies are necessary. Assist in conflict resolution efforts.

COPY

7. Initiate interaction with students in the classroom and general areas of the school building. Promote the profession of police officer and deputy sheriff and be a positive role model. Increase the visibility and accessibility of police to the school community.
8. In accordance to Education Law §2801-a and Commissioner's Regulation §155.17, the District and Sheriff agree to utilize Appendix A which outlines the duties and responsibilities of the District and SRO.

TERMS OF THE AGREEMENT

1. The duration of the Agreement is for July 1, 2025 through June 30, 2026. This agreement will be renewable on an annual basis.
2. The SRO's work hours shall be five (5) days a week for eight (8) hours each day when school is in session and will be scheduled in accordance with the direction of the Superintendent of the School District and upon approval of the Sheriff.
3. The Superintendent of Schools or the Sheriff have the ability to request or assign a different Deputy Sheriff as the SRO if either party determines the District/SRO relationship is such that it is impeding the overall mission objectives. Absent exigent circumstances such request or assignment shall be done by October 31st (effective January 1st) or July 1st (effective September 1st).
4. The School District agrees to pay for the SRO the hourly rate and fringe rate of \$61.46 per hour from July 1, 2025 through December 31, 2025 and (\$** per hour to be determined upon ratification of Union Contract) from January 1, 2026 through June 30, 2026, which for instructional and staff days not to exceed 210 days. Any duties or hours worked outside of the normal instructional day or staff day shall be absorbed by the Sheriff's Office budget. The district shall reimburse the County for cycles ending: December 31, 2025 and June 30, 2026.

IN WITNESS THEREOF, the parties have caused their presence to be signed by their duly authorized officers and their corporate seals to be hereunto affixed the day and year first above set forth.

COUNTY OF WYOMING

By 
Sheriff

By 
Superintendent

By 
Chairman, Board of Supervisors

Attica Central School District

Public Health Emergency Continuation of Operations Plan



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

Promulgation

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

This plan has been developed with the input of the Attica Central School Administrators, the Attica Central School Faculty Association, the Attica Non-Teaching Employees Association, and the Clerical Unit as required by the amended New York State Labor Law.

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

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

--

As the authorized official of Attica Central School District, I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable, to address public health emergency planning requirements.

Signed on this day: _____

By: Dr. Kiel Illg

Signature: _____

Title: Superintendent of Schools

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Purpose, Scope, Situation Overview, and Assumptions

Purpose

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

Scope

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

Situation Overview

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

Prevention and Mitigation

- We will work closely with the Wyoming County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, and school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
 - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Wyoming County Department of Health
 - Report known confirmed cases of COVID-19 to the New York State Department of Health's School COVID-19 Report Card website.
- The Wyoming County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The Superintendent will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has the responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and School Nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification), Edutech and School Administrators will be important team members. The Assistant Superintendent of Business and Operations, Director of Facilities, Food Service Manager, Transportation Expeditor, Public Information Officer will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* is used for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.

- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

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

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

Planning Assumptions

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

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

- The health and safety of our employees, contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations.
- The impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expects us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor

- Per S8617B/A10832, ‘essential employee’ is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, ‘non-essential employee’ is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job

Concept of Operations

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

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

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

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

Mission Essential Functions

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

Essential functions are those functions that enable an organization to:

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

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

Essential functions are prioritized according to:

- The time criticality of each essential function

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

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

The mission essential functions for the Attica Central School District have been identified as:

Essential Function	Description	Priority
Superintendent of Schools	Chief Executive Officer; responsible for operation of the school system. Oversees and plans. Assigns critical functions ensuring compliance with all CDC, DOH, and NYSED requirements. Establishes communication with staff and parents to execute and standardize district goals. Establishes contacts to provide outside organizations with information relative to District plans to procedures. Communicates with the Board of Education directly.	1
Assistant Superintendent of Business and Operations	Responsible for fiscal, business and other non-instructional operations of the School District. Communicates directly with administration to assist with planning and daily functions to achieve District goals and maintain safety equipment and supplies.	1
Administrator(s)	Educational leaders of the school buildings, responsible for supervision and curriculum development. Coordinates functions delegated by the Superintendent. Oversees personnel assigned to tasks. Ensures critical functions are being performed as necessary to accomplish goals. When directed by the Superintendent, the administration is responsible for communicating and updating employees in district policy. This includes cleaning regime, scheduling and any changes in these duties. Monitors and requests building safety equipment and supplies as needed.	1
Director of Facilities (DOF)	Coordinates functions with the Superintendent, Assistant Superintendent of Business and Operations, Administration and Staff. Responsible for staffing, maintenance activities, custodial duties including ordering supplies, training and scheduling to meet the needs of the district. Instructs and informs staff of district policy, cleaning regime, schedules and constant changes to these duties. Maintains a current inventory of supplies and equipment and provides staff and services as needed. Adjusts schedules to meet current needs, updates and trains staff on proper handling and use of tools and chemicals as per the manufacturer, CDC, DOL and DOH requirements. Coordinates deliveries and ensures delivery agents know and follow district policy when on site. Schedules outside maintenance activities. Ensures third party contractors know and follow all school, CDC, DOL and DOH policies while on school property.	1
District Office	Assists the Superintendent of Schools and the Assistant Superintendent of Business and Operations with maintaining critical functions and Administration oversight. Provides needed guidance and advice with logistical and financial obligation, as well as record keeping. Provides purchasing support to ensure that necessary safety equipment and supply inventory can be maintained for education, maintenance, nursing, and custodial functions.	1
Technology Department	Provides support to ensure critical infrastructure is in place to provide effective building support and educational support securely. Works directly with the Superintendent of Schools and Administration staff to ensure communication and internet stability. Provides the necessary equipment and approved software to staff and students to perform the functions of each necessary school sector to maintain building maintenance, day-to-day operations and educational needs.	1
Nurses	Assists with the goals of the district. Provide medical insight and support to help maintain a healthy school population. Assists with planning and achieving district goals. Provides support and assistance to carry out orders from the CDC, DOH and NYSED regulations. Maintains a sanitary environment. Monitors quarantine area. Keeps	1

	accurate records. Makes immediate and necessary notifications to building administrators when necessary. Coordinates activities with parents. Offers guidance to building occupants and parents. Communicates regularly with building administration and the Superintendent.	
Clerical Support	Staff will continue to perform vital services as directed by the Superintendent of Schools and by their school administrator. The district will determine need based on individual circumstances and can be utilized in school or remotely. Administration will provide services necessary for staff to operate in a safe and clean environment on site. Administration will ensure all staff will be informed of and are required to adhere to district safety policy while onsite. Administration will provide the necessary means and materials to safely and effectively work in a remote setting as well.	1
Educational	The Superintendent will work with administration to determine the level of on-site education and/or implement the District Remote Learning Plan.	1
Food Service	All food service operations will be determined by the Assistant Superintendent of Business and Operations and the Food Service Manager. All district health and safety protocols pertaining to food service will be initiated and enforced by the Food Service Manager.	1
Transportation	Transportation services will be directed by the Assistant Superintendent of Business and Operations. The district will provide safe and secure transportation based on the needs of the district and the learning environment. The transportation companies will provide their employees with proper training for cleaning and sanitizing buses. The transportation companies will provide their employees with the training and proper PPE and disinfection equipment to effectively maintain the transportation fleet. Records will be maintained accurately to ensure bus safety procedures are being followed. The transportation company will schedule bussing pickup and drop off according to the needs of the district. The district will continually inform staff and parents of changes to procedures as necessary.	1
Custodians & Cleaners	Custodians and Cleaners will work as directed by the Director of Facilities. The Director of Facilities will oversee and ensure the school buildings are being maintained and cleaned properly. Building Administration will also assist with notification and information about building conditions and issues that need to be discussed and addressed. All employees have received pandemic awareness training and training on essential information about communicable diseases Training also included information about personal protective equipment (PPE), cleaning products, proper disinfection, and sanitization and product use. The district will provide custodial staff with the required PPE and cleaning supplies to maintain a safe working environment. Staff shifts and personnel will be scheduled accordingly based on the needs of the district. As with all staff, custodial personnel will follow district protocols as well as those required by the CDC, DOL and DOH while providing services and on breaks.	1
Board of Education	The Board of Education and the Superintendent of Schools will develop and implement school policy and procedures.	1
Outside Contractors	Outside Contractors will be scheduled and work will be performed with the oversight of the Director of Facilities. All outside contractors will notify the Director of Facilities when they arrive on-site. Outside contractors will be informed of district procedures and policy before they are allowed to work on the premises. Companies performing work on site will provide their employees with the proper PPE to comply with district policy. Outside contractors who do not or cannot work safely will not be allowed on district property.	3
Outside Deliveries	Deliveries will be coordinated with the Director of Facilities. The Director of Facilities will inform companies of district policy and procedures in advance. All delivery agents will be required to notify the district prior to arrival at the district and strictly adhere to district policy while onsite.	3

Essential Positions

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

Essential Function	Essential Positions/Titles	Justification for Each
Administration and Oversight	<ul style="list-style-type: none"> Superintendent 	The Superintendent is the decision maker for the entire district
Administration	<ul style="list-style-type: none"> Assistant Superintendent of Business and Operations Principals & Assistant Principals Director of Facilities Food Service Manager CSE Director 	The Assistant Superintendent of Business and Operations is responsible for fiscal, business and other non-instructional operations. The Superintendent of Schools will coordinate instructional programs. The Principals are the educational leaders of the school buildings, responsible for supervision and curriculum development. The Assistant Principals oversee student discipline and assist the Building Principals with daily operations. The Director of Facilities is responsible for maintenance, health and safety operations. The Superintendent of Schools is responsible for maintaining and implementing all the technology needs. The Food Service Manager is responsible for the food service operation. The CSE Director oversees the Committee on Special Education.
Facilities	<ul style="list-style-type: none"> Custodians Cleaners Administrative Assistant to the Director of Facilities (AADOF) 	Custodians are responsible for maintaining the district buildings. Cleaners are responsible for cleaning and sanitizing the district buildings. The AADOF assists the Director of Facilities on the day to day operations of the School District
Food Service	<ul style="list-style-type: none"> Cooks Food Service Helpers 	The Cook plans and prepares all student meals. The Food Service Helper prepares daily meals for students.
Educational/ Student Services	<ul style="list-style-type: none"> Teachers Teacher Assistants Teacher Aides School Counselors Social Worker School Psychologist Therapists Nurses Lifeguards Crossing Guard Copy Room Machine Operator Coaches 	Teachers provide instruction to students. Teacher Assistants assist teachers with student instruction. Teacher Aides provide direct 1:1 assistance to students. The School Counselors provide long term and short term educational support and emotional support. Social Worker provides social and emotional services to students. School Psychologist provides psychological services to students. Therapists provide occupational and physical therapy to students. Nurses provide health services to all district staff and students. Crossing Guard is responsible for supervising safety of student crosswalks at the start and end of the school day. The Copy Machine Room Operator is responsible for prepping instructional packets on behalf of the district's teachers. Coaches are responsible for coaching student athletes.
Technology	<ul style="list-style-type: none"> Computer Technical Assistant IT Specialist II 	Supports all hardware and software functions on behalf of the School District

Clerical Support	<ul style="list-style-type: none"> • Building Secretaries • CSE Secretary • Counseling Secretary 	The Building Secretaries assist the building principals with the daily operations. The CSE Secretary assists the CSE Director with the Committee on Special Education responsibilities. The Counseling Secretary assists the School Counselors with day to day responsibilities.
District Office	<ul style="list-style-type: none"> • District Clerk/Secretary to the Superintendent • Payroll Clerk • Treasurer • Account Clerk- Accounts Payable • Claims Auditor 	The District Clerk and Secretary to the Superintendent assists the Superintendent. The Payroll Clerk processes payroll on behalf of the district. The Treasurer maintains financial records; responsible for processing all banking transactions. The Account Clerk- Accounts Payable processes all payments for compliance. The Claims Auditor reviews all payments for compliance on a bi-weekly basis.

Reducing Risk through Remote Work and Staggered Shifts

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

Depending on the exact nature of the communicable disease and its impact, the Attica Central School District is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency.

Remote Work Protocols

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

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

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

Staggered Shifts

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

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

The Director of Facilities will work with the Superintendent of Schools or a designee to formulate a calendar that schedules employees based on the needs of the district.

Protection (Preparedness)

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Wyoming County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-Wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic-related issues.

- The District-Wide Command Center and its alternative are listed in the building level safety plan and will be activated at the direction of the School District Incident Commander. Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems.
- The school district has designated a pandemic safety coordinator (administrator) for each of its schools, whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. The coordinators shall be the main contact upon the identification of positive cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the public health emergency and plans implemented by the school.

<i>School/Program</i>	<i>Pandemic Safety Coordinator/Administrator</i>	<i>Contact #</i>
<i>Attica Elementary School</i>	<i>Elementary School Principal</i>	<i>585-591-0400 x2236</i>
<i>Attica Middle School</i>	<i>Middle School Principal</i>	<i>585-591-0400 x1500</i>
<i>Attica Senior High School</i>	<i>High School Principal</i>	<i>585-591-0400 x1109</i>

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: websites, school postings, general mailings, e-mails, special presentations, phones and cell phones, texting, reverse 911 systems, and the public media. A school district Public Information Officer (PIO), the Superintendent, has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The Superintendent of Schools will assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. We regularly test/exercise our communication systems through all-calls via the district's all-calls system and email notifications.

- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authority for the district as the Superintendent of Schools, Assistant Superintendent of Business and Operations, Directors and Administrators. Recognizing the need for these essential individuals to have frequent communication, we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, and district-automated phone notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in payroll and accounts payable. Recognizing the need for job cross-training, we have trained duplicate individuals with these job functions. We have also established the ability to maintain these essential functions off-site from remote locations.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process is provided annually. *At no time will products not approved by the school district be utilized.*
 - Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc.

- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
 - Hard copy, self-directed lessons
 - Use of mobile media storage devices for lessons (CDs, Jump Drives, iPads)
 - On-line instruction; on-line resources; on-line textbooks
 - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages: e-mail, automated notification systems, website postings

Personal Protective Equipment

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

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

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The Coronavirus pandemic demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are

including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry viruses but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the District is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals who are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with the Wyoming County DOH to provide this capability. Parents will also be encouraged to provide face coverings for students; however, face coverings will be provided for any student who cannot provide their own.

Protocols for providing PPE include the following:

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

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

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

The following topics, along with others that may arise during a health emergency will also be considered:

- Staff Exposures
- Cleaning and Disinfection

- Staff Absenteeism/ Employee Assistance Program/ Medical Accommodations
- Contract Tracing
- Employee and Contractor Leave
- Documentation
- Emergency Housing for Essential Employees

The District will work closely with the Wyoming County Department of Health and the Office of Emergency Management in monitoring all events and responding with priority on the health, safety and well-being of the Attica Central School District community. Furthermore, the district will consult with the CDC, EPA, NYSDOH, NYSED and any other agency deemed appropriate for guidance regarding such events.

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Director of Facilities, and Curriculum Supervisor will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

Attica Central School District

Emergency Remote Instruction Plan

Introduction

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

Background Information

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency. To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, but are not required to, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan. NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-Wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities. Such plans also require that each chief executive officer of each educational agency located within a public-school district report information on student access to computing devices and access to the internet each year. NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher. The NYS Board of Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022. Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the

education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

Remote Instruction

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

Unscheduled School Delays and Early Releases

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State Aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5). The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher. Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

Ensuring Accessibility and Availability (Internet, Computers / Devices)

The ACS D shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the

district’s data system. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations. Commissioner’s regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student’s place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity. District policies 7150 & 7314 and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

Communication Tools

All news, information and resources are posted to the District’s webpage (<https://www.atticacsd.org>). Parents/guardians receive automatic calls, emails and text messages from the Thrillshare system reminding them to access the aforementioned resources for up-to-date news, information and resources. The District has informed parents/guardians it will provide paper correspondence upon request. The District allows parents/guardians to retrieve their students’ materials at secure locations. The District delivers instructional materials to students who are unable to travel to the District’s secure locations. Parents/guardians may request access to their students' established Google Classrooms to view classwork and assignments.

Policies	The plan adheres to guidance set forth in the following Board of Education policies: Policy 7150 Remote Learning, Policy 6410 Staff Use of District Technology and Policy 7314 Student Use of District Technology; Policy 3410 Code of Conduct
Internet and Digital Device Access	The school district provides all students in grades UPK-12 access to a personal computing device. In UPK and K students have access to an iPad on a 1:1 basis. In grades 1-12, students have access to a Chromebook on a 1:1 basis. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district works with local agencies to provide access to the internet for families who do not have it at home. Additionally, the district works with families to provide learning materials and lessons through other means as necessary (hard copies or jump drives, etc.). All faculty should have an alternative general activity for students in the event that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.

<p>Teacher/Student Interface</p>	<ul style="list-style-type: none"> • Teacher office hours, virtually (online) via video conferencing and/or chat, and/or phone • Scheduled teacher/student(s) check-ins, virtual (online) and/or via phone • Asynchronous communication, feedback, and support via email or LMS <p>Student interactions/engagement are tracked using the following methods:</p> <ul style="list-style-type: none"> • Call logs with parents/guardians and students. • Email correspondence. • Google Classroom assignment completion. • Google Meet participation. • Classlink application log-in. This allows the District to track students' progress in: iReady (Math and ELA), iXL • Castle Learning reports. <p>Classroom teachers, grade level and department chairpersons, Building Principals and the Director of Special Education are responsible for identifying students who are not participating. Interventions are scaffolded as follows:</p> <ul style="list-style-type: none"> • Google Hangout/Meet to establish face-to-face contact. • Phone call to parent/guardian. • Email to student and parent/guardian. • Home visitation <p>When contact is established by the aforementioned parties, a plan is developed to overcome any learning barriers. If students cannot access virtual instruction, hard-copy materials are delivered to households and collected when assignments are completed.</p> <p>Instruction</p> <p>Several district-provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by</p>
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faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:

- Synchronous “Live” Instruction - Using Google Classroom along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project-based opportunities within this model. Teachers will make personal connections with all students during scheduled class times via Google Meet or Google Classroom. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.
- Asynchronous “Flipped” Instruction - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students’ participation and assignment completion. These activities may include teacher/student synchronous interactions for a portion of the lesson.
- Authentic Independent Instruction - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process.

For each methodology described above, the following tools and resources may be utilized:

- Hard copy (paper) instructional materials provided to students
- Instructional materials provided via technology, such as posted on a teacher website or available through Google Classroom
- Individual or small group synchronous instruction facilitated using technologies such as telephone or video conferencing
- Large-group or whole class synchronous instruction facilitated using technologies such as telephone or video conferencing
- Recorded instruction disseminated through technology, including via podcast, dedicated website, or Learning Management System, jump drive, etc.

	<p>The District has directed parents/guardians to contact the building administrator for technical support. If parents/guardians and students are experiencing barriers to access virtual learning materials, hard-copy materials are provided by the District.</p>
<p>Student Expectations</p>	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations. All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meet</p> <ul style="list-style-type: none"> • Mute yourself on meets as directed by your teacher • Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. <p>Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable.</p> <p>Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms.</p> <p>If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
<p>Daily Schedule</p>	<p>The virtual day will follow the same schedule framework as the school building to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per</p>

	age level within these parameters. MS and HS teachers must be available for academic support during designated times.
Communication Protocol: Intervention	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
Special Services	<p>The Attica Central School District's plan addresses continuity of learning for IEP, ELL, Homeless and Alternative Placed students in the following ways:</p> <ul style="list-style-type: none"> • IEP - Students will receive instructional and social emotional support to the greatest extent possible as prescribed by their IEPs. Students in self-contained special education settings receive direct instruction through Google Classroom or Google Meet from their special education teachers, and instructional support from the support staff members in their respective classrooms. Consultant teachers are actively engaging in Google Classroom or Meet lessons with the general education classrooms to which they are assigned. Special education teachers have established Google Classrooms to provide additional instruction and resource rooms for their students. Related service providers are providing services to students on their caseloads. • ELL - Students are receiving instruction from the District's ELL teachers. The instructor will establish Google Classrooms for students and provide direct instruction through Google Classroom or Meet. • Homeless - The District's Homeless Liaison monitors students identified as homeless. These students receive the same instruction as their peers, using technology as available and other means as necessary and described above. • Out-of-District Placed Students - The District works with the various educational agencies where students attend out of district placements to ensure a continuity of education plan for its out-of-District placements.
Non-instructional Services:	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or

Transportation Food Service Maintenance Custodial Clerical/Administrative Support	other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. 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 with an expectation that asynchronous instruction is supplementary to synchronous instruction; 4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how 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; and
6. 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 section 175.5 of this Chapter.

Instructional Hours for State Aid and Reporting Requirements

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the district Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid. Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State Aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year’s annual hourly requirement.

Reporting

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-Wide School Safety Plan or Building-Level Emergency Response Plan, a Report of School Closure must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a Report of School Closure must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality. When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding Report of School Re-Opening, via the NYSED Report of School Re-Opening portal. The Report of School Closure is intended to provide immediate notification to the Commissioner regarding an emergency closure. The Report of School Re-Opening notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure. Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a Report of School Closure for routine snow days.

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner of the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report the Emergency Remote Instruction Plan through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System and certifies this at the time NYSED’s Form A is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;

- How many instructional hours were provided on such session day; and
- Beginning with the 2023-2024 school year, that remote instruction was provided in accordance with the district’s Emergency Remote Instruction Plan.

Board of Education Approval

As part of the District-Wide School Safety Plan, the school district’s Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District-Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

Record of Changes to Plan:

Date of Change	Description of Change	Implemented by
7/2022	District-Wide Safety Plan review and update	Attica CSD Health and Safety Committee
6/2023	District-Wide Safety Plan review and update	Attica CSD Health and Safety Committee
7/2023	Addition – Emergency Remote Instruction Plan	Superintendent / Director of Curriculum
7/2024	District-Wide Safety Plan review and update	Attica CSD Health and Safety Committee
7/2025	District-Wide Safety Plan review and update	Attica CSD Health and Safety Committee
7/2025	Addition of the ES, MS/HS Remote Instruction Plan	Superintendent’s Office
6/2026	District-Wide Safety Plan review and update	Attica CSD Health and Safety Committee

Attica Central School District

Elementary & Jr./Sr. High School

Remote Instruction Plan



2026 - 2027 Attica Elementary School Remote Instruction/Emergency Day Plan

Dear Attica Elementary Families,

Please view the following ‘Student Expectations’ in regard to Remote Learning, should the District have a Remote Learning day at any point in the 26/27 school year.

Attica Elementary guidelines:

- **Attendance:**
 - The morning of the Remote Learning/Emergency Day, a message will be sent to families via Class Dojo.
 - Parents/guardians will be required to reply to the teacher's message no later than 10:00 am.

- **Student requirements:**
 - Teachers will post work for students by 10:00 am in Class Dojo.
 - Activities provided by teachers may include the use of basic internet/cell phone access. They will not require students to print any materials.
 - Teachers may have provided a paper packet/envelope of work for students to have on hand in case of an emergency closure. In this case the teachers will remind the families of the packet and will provide directions for the packet.

 - If a family has questions or needs additional information or support, teachers will be available to answer any questions via class dojo.
 - Any written student work should be completed/submitted by the next school day.

If you have any questions, please do not hesitate to contact Miss Crowley (ext. 2105) or Mrs. Bennett (ext. 2236) at 585-591-0400.

2026 - 2027 Attica Middle / High School Remote Instruction/Emergency Day Plan

Dear Attica Students and Parents,

Please view the following ‘Student Expectations’ in regard to Remote Learning, should the District have a Remote Learning day at any point in the 26/27 school year.

AMS guidelines:

- **Attendance:**

- The morning of the Remote Learning/Emergency Day, a link will be sent to students from the Main Office.
- Students will be required to complete the open link for attendance (survey) no later than 10:00 am.

- **Student requirements:**

- Teachers will post work for students by 10:00 am in the Google classroom.
 - Case Managers, Resource Room Teachers, Learning Lab Teachers, AIS Teachers, Service Providers and Self-Contained Classroom teachers will be available to meet with their students (support and/or modify assignments if necessary) on a Google meet from 10:00 - 11:00 am.
 - If students want to meet with the previously mentioned Service Providers, they should email the teacher for a Google meet link.
- All other requests to meet with teachers should be coordinated by students emailing their teachers between 10:00 am - 1:00 pm, if they have questions/need assistance completing the snow day assignment and wish to attend open office hours (this will allow teachers the opportunity to respond to the students with a Google meet link).
- Office Hours:
 - Teachers: 1:00 - 3:00 pm Google meet
 - Counselors: 10:00 - 3:00 pm Google meet
- Office Hours are not required for students to attend, but teachers and counselors will be available if they receive an email request from a student.
- Student work should be completed/submitted by the next school day.
- The letter day will be consistent with the scheduled letter day. This is due to students having every-other-day classes. Upon return to school, it will be the same scheduled letter day. (ex. If the remote day was an “A” day the following day would be a “B” day.)

If you have any questions, please do not hesitate to contact the Middle School main office at 585-591-0400 ext. 1200. or the High School main office at 585-591-0400 ext. 1108