



AGENCY - WIDE SAFETY PLAN 2024-25

BHSC CLINIC LOCATIONS

<i>NORTH STREET</i>	<i>50 E. North Street Buffalo, NY 14203</i>	<i>P 716.885.8318 F 716.885.4229</i>
<i>WILLIAMSVILLE</i>	<i>5225 Sheridan Drive, Williamsville, NY 14221</i>	<i>P 716.204.8680 F 716.204.8693</i>
<i>*SOUTHGATE</i>	<i>1026 Union Road West Seneca NY 14224</i>	<i>P 716.558.1105 F 716.558.1108</i>
<i>WHEATFIELD</i>	<i>6941 Elaine Drive, Suite #4 Niagara Falls, NY 14304</i>	<i>P 716.236.7887 F 716.236.7898</i>

* Southgate to follow Medical Group Building Protocols

BHSC EARLY CHILDHOOD PROGRAM LOCATIONS:

<i>NORTH STREET</i>	<i>50 E. North Street Buffalo, NY 14203</i>	<i>P 716.885.8318 F 716.885.4229</i>
<i>*WHEELLOCK</i>	<i>75 Chestnut Street Fredonia, NY 14063</i>	<i>P 716.268.3200 F 716.566.9880</i>
<i>*HOAG</i>	<i>42 Sunset Drive Angola, NY 14006</i>	<i>P 716.947.4550 F 716.566.9880</i>
<i>*LOCKPORT</i>	<i>51 High Street Lockport, NY 14094</i>	<i>P 716.278.4762 F 716.844.7708</i>
<i>ROSEWOOD</i>	<i>170 Rosewood Terrace Cheektowaga, NY 14225</i>	<i>P 716.844.7702 F 716.436.4538</i>
<i>SWEETHOME</i>	<i>700 Sweet Home Road Amherst, NY 14226</i>	<i>P 716.836.7556 F 716.837.2829</i>

*Wheellock, Hoag and Lockport to follow School District Safety Protocols

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Agency-Wide Safety Plan

Policy Statement

The **Agency-Wide Safety Plan** (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17 and Education Law 2801-a) has been established to provide for the safety, health and security of both students and staff and allows for input from the BHSC school community. This particular component of Project SAVE is a comprehensive planning effort that addresses prevention, mitigation, protection, response and recovery with respect to a variety of emergencies that may occur in the agency and its component school buildings.

An Agency-Wide Safety Team was created to develop, implement and maintain all provisions of the Plan.

This Plan incorporates all **Building-Level Emergency Response Plans** that have been developed by the **Building-Level Emergency Response Teams** appointed by the **School Building Leaders and clinic directors**. In the event of an emergency or violent incident, the initial response at an individual school building or clinic will be the responsibility of the school building/clinic **Emergency Response Team**. Upon activation of the school building **Emergency Response Team** the President/CEO, Program Directors/designee and appropriate local emergency response officials will be notified. Any emergency will dictate the degree of interaction with State and Local Emergency Response Agencies.

	Date Achieved
The Agency-Wide Safety Team reviewed and approved the Agency-Wide Safety Plan.	9/18/24
As required by law, the Agency-Wide Safety Plan is posted on the school Agency website by October 1st of each school year and will be reviewed annually by the Agency-Wide Safety Team by September 1st of each school year.	10/1/24
Building-Level Emergency Response Plans will be updated by September 1st of each school year by the Building-level Emergency Response Team	9/1924

BHSC refuses to tolerate violence or threats of violence on agency grounds and, through the implementation of this Plan, will make every effort to prevent violent incidents from occurring. Violence prevention is the responsibility of the entire BHSC community, and we encourage participation of all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that victims or reporters of incidents of violence will not be discriminated against.

A copy of the Agency-Wide Safety Plan is also available upon request. Although the Building-Level Emergency Response Plans are linked to the Agency-Wide Safety Plan, in accordance with Education Law Section 2801-a, the **building-Level Emergency Response Plan will remain confidential and not be subject to disclosure**. This will further ensure safety at the building level and reduce the potential for planned sabotage.

The school locations below will follow the school district building safety plan for the building in which they reside.

A supplemental Emergency Plan for Child Care Centers is also required by OCFS.

Angola Location: W.T. Hoag/Lakeshore Central Schools

Fredonia Location: Wheelock Elementary School/Fredonia Central Schools

Lockport Locations: John Pound School/Lockport City Schools

School Agency Chief Emergency Officer:

The ECP Director is the Chief Emergency Officer and through designated personnel will provide:

- Coordination of communication between school staff/law enforcement/first responders.
- Assistance in the selection of security related technology and procedures for its use.
- Coordination of safety, security, and emergency training for school staff.
- Assistance in required evacuation and lock-down drills completion as required by law.
- Assurance that all school Agency staff understands the Agency-Wide Safety Plan.
- Assurance that the Agency-Wide Safety Plan and Building-Level Emergency Response Plans are completed, reviewed annually and updated as needed.

Agency-Wide Safety Team

The Agency-Wide Safety Team was **appointed by the ECP Program Director** and includes the representation noted below. The major function of the Agency-Wide Safety Team is to create the Agency-Wide Safety Plan. The Team will meet quarterly. **Minutes will be kept for each meeting and attendance and documented.**

Agency Wide Safety Team

Name	Title	Location	Contact
Joseph Sonnenberg	Vice President of Operations	North Street	jsonnenberg@askbhsc.org
Lynn Shea	Early Childhood Program Director	North Street	lshea@askbhsc.org
Amy Bamrick	Clinic Director	North Street	abamrick@askbhsc.org
Kara Murphy	HR Director	North Street	kmurphy@askbhsc.org
Margaret Gorny	School Nurse	Sweet Home	mgorny@askbhsc.org
Valorie DeLeon	School Building Leader	Fredonia	vdeleon@askbhsc.org
Lynn Zakeri	School Building Leader	Hoag	lzakeri@askbhsc.org
Jamie Mobberly	School Building Leader	North	jmobberly@askbhsc.org
Melissa Laun	School Building Leader	Lockport	mllaun@askbhsc.org
Katie Storey	School Building Leader	Rosewood	kstorey@askbhsc.org
Michelle Whipple	Supervisor	North Street	mwhipple@askbhsc.org
Ingrid Cinelli	Lead Nurse	Sweet Home	icinelli@askbhsc.org

Responsibilities of the Agency-Wide Safety Team

The Agency-Wide Safety Team will act as a Threat Assessment Team with the responsibility to assess the vulnerability of the agency to violence and recommend to the President/CEO preventive actions that they feel are necessary. The Team will meet regularly, and the minutes of each meeting will be kept. An agenda will be established prior to each meeting. The Team will maintain responsibility for auditing the Agency-Wide Safety Plan to determine its success in violence prevention. Some of the teams' primary responsibilities will include:

- 1) **An overview of safety the safety drills will be completed each year for the Early Childhood Program in the month of September at a site meeting. ACES Training is provided to all ECP staff through OCFS trainings.** New employees will receive an overview of safety **within 30 days of hire at the time of the new hire orientation.** Workplace Violence training and Harassment Training will also be completed annually by all BHSC Staff.
- 2) Information regarding early detection of potentially violent behavior will be posted on SharePoint alongside the Agency Safety Plan for BHSC Staff.
- 3) Developing response plans to acts of violence and addressing threats made by students/clients or adults against themselves.
- 4) The plan will be posted on the BHSC Website for **parents and staff and providing** emergency procedures by **October 1st** of each school year. **See Appendix A**
- 5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence.
- 6) Making recommendations necessary for change.
- 7) Recommending improved security measures based on any building inspection results or staff survey.

Building-Level Emergency Response Team

The Building-Level Emergency Response Team is **appointed by the School Building Leader or site director**. The major focus of this team is to create, monitor, and update the Building-Level Emergency Response Plan. This team, at a minimum will include the following representation:

- Teacher
- Administrator
- Site Safety Personnel

The **Building-Level Emergency Response Team** is responsible for selecting the following:

- **Emergency Response Team** (Core group of actual responders not to be confused with the Building-Level Emergency Response Team which is a larger team for the purposes of planning and monitoring) which has the following representation:
 - School Personnel
 - Law Enforcement Officials
 - Fire Officials
 - Emergency Response Agencies
- **Post-Incident Response Team** (Individuals who can assist in the medical and psychological aftermath of a violent incident or emergency) which has the following representation:
 - Appropriate agency Personnel
 - Medical Personnel
 - Mental Health Counselors
 - Others (Social Workers, etc.)

Prevention and Intervention Strategies/Risk Reduction

Program Initiatives at BHSC include:

1. School Violence Prevention and Intervention Training: BHSC will provide all instructional employees and administrators complete at least one training session in school or workplace violence prevention and intervention each school year.
2. Non-Violent Conflict Resolution Training Programs: All instructional employees of the Early Childhood Program will be trained in CPI (Crisis Prevention Institute). All employees will complete an initial course within their first year of work and a refresher every two years. A mini training/refresher will be completed in September each year.
3. Violence Prevention and Social Skills Programs: Administrators, teachers, and support staff have training in programs including Positive Behavioral Interventions & Supports (PBIS), Pyramid Model Coaching) and Trauma Informed (ACES) practices. The agency will implement trauma-informed practices.
4. The teaching personnel implement behavior Intervention Plans (BIPs) as needed; Positive Behavioral Intervention Supports (PBIS) program; Counseling; Behavior reinforcement, sensory strategies/ techniques, and there is a high ratio of staff members to students. Staff are provided with opportunities to attend workshops and conferences focused on managing student behavior and developing pro-social skills in students. Crisis Prevention Institute (CPI) training and Strategies for Crisis Intervention and training is provided to staff as nonviolent crisis intervention training, including methods for diffusing disruptive and assaultive students and preventing and safely intervening in crisis situations.
5. Diversity Awareness: The agency strives to bring diversity awareness to the staff and students, where appropriate.
6. Confidential Reporting: The agency works towards creating a culture of trust for anonymous/confidential reporting of violence or the potential for violence. This is linked to staff development. All staff are encouraged to confidentially report concerns about others, as well as make self-referrals for help at any time via EAP
7. Others: Useful and effective risk reduction, prevention and intervention strategies will be implemented based on the school population's needs.

Training, Drills and Exercises

The best way to train students and staff on emergency response procedures is through annual drills and exercises in each school building. After each drill/exercise or real event, teachers in each classroom will review the purpose of the drill with students. Based on the determination of the Agency-Wide Safety Team and the Building-Level Emergency Response Team, at a minimum, the following methods may be used:

- Live drill including shelter-in-place, hold-in-place, evacuation, lockdown, and lockout.
- Live drill for specific responses (hostage taking, bomb-threat, etc.)
- Situational Drills
- Tabletop exercises
- Emergency Response Team exercises

The Agency recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the agency may invite local agencies to participate in and to help evaluate all exercises. These agencies may include the Police and Fire Departments, Rescue and Ambulance

Services, and the Local Office of Emergency Management. The agency conducts one test of its emergency response procedures under each of its Building-level Emergency Response Plans including sheltering, lockdown, or early dismissal per the NYS Education Department and the Office of Child and Family Services regulation.

Emergency Drills (Minimum Every School Year)

EDUCATION LAW 807

- **12 Drills Total Required for School Year** (De-briefings will occur after every drill or actual event).
 - **4 Lockdowns** (OCFS requires 2 Shelter in Place Drills) and
 - **12 Evacuations** (8 required for NYSED: 12 (one per month required by OCFS-Preschool Only)
 - **4 of the evacuation drills through secondary means of egress**
- **2 Additional Drills Required during Summer School (1 during first week)**

Implementation of School Security

Identified BHSC personnel will help carry out the Agency-Wide Safety Plan. These individuals have received appropriate annual training as required under the Regulation.

Appropriate school building security measures and procedures have been determined by the Agency-Wide Safety Team and Building-Level Emergency Response Team after review of school building procedures and practices, emergency response plan, code of conduct, security surveys/audits, and building-level climate surveys. Based on these findings, we have implemented the following security measures:

- All potential BHSC employees undergo a rigorous screening and hiring process, including required fingerprinting.
 - All ECP Staff receive Crisis Prevention Institute (CPI) training, so that they may assist in crisis intervention, de-escalate potentially harmful situations.
 - Personnel are required to identify and promptly report safety hazards to designated building personnel. They are to immediately report intruders to the school building leader or ECP Administration as appropriate. They receive annual training in the Emergency Response Plan.
 - Employees are required to wear picture IDs provided by BHSC.
 - All Buildings have security systems in place. Staff are required to use swipe cards or building codes where appropriate. Building codes are to be kept confidential to BHSC employees only.
 - Signs are posted in most locations, which will direct visitors to go to the main office the buildings.
 - Sign-in procedures – Visitors to the building are questioned upon entry into the building as to their business and if they have an appointment. If there are any questions, the building School Building Leader is consulted. If this has been confirmed, they show identification, and sign in.
 - All employees are authorized to question any unknown person and send and /or accompany them to the main office.
 - Intercoms are located at the entrances with locked doors and buzz-in system in most locations.
 - All perimeter doors, other than the main entrances at all buildings, are kept locked from the inside.
 - Periodic security audits are conducted throughout the school year.
- BHSC will employ any other methods deemed necessary and constantly review current practices.

Vital Educational Agency Information

Each Building-Level Emergency Response Plan will contain vital information such as school population, number of staff, transportation needs and telephone numbers of key educational officials.

Early Detection of Potentially Violent Behavior (Information & Training)

Annual training will be conducted by in-house staff or others as deemed appropriate. New employees will receive training at orientation.

Hazard Identification

As part of each Building-Level Emergency Response Plan, each Building-Level Emergency Response Team will determine sites of potential emergencies that may impact the individual school building. Such sites may include all school buildings, playground areas, properties adjacent to schools, off-site athletic fields, buses, and field trips. Specifically defined areas of current concern include:

- Nearby highways and major roadways;
- Ongoing construction projects, asbestos abatement projects
- Custodial shops (chemicals, tools, and equipment);
- Building layout; and
- Student population
- Neighboring gas stations

Responses to Violence

(Incident reporting, Investigation, Follow-Up, Evaluation, and Disciplinary Measures)

All incidents of violence, whether-or-not, physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported immediately and documented through the **Human Resource Department or BHSC Compliance Officer**.

The School Building School Building Leader/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff will be provided as part of the violence prevention training program. Each incident will be reported to and evaluated by the Agency-Wide Safety Team or Threat Assessment Team to compile data and evaluate the Violence Prevention Program.

Relationships have been established with the Police Department and other emergency response agencies at the building level. Representatives from these agencies participate in Building-Level Safety Teams.

Reporting:

Once an incident has been reported, and depending on its severity, the School Building Leader/Administrator or Designee will assume responsibility as the Incident Commander.

Report it to the Police Department – 911 will always be utilized as the first emergency contact method.

- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised.

- Quickly assess the area of the incident to determine damage because of the incident and if it is safe to remain. If necessary, evacuate or shelter as per the Building-Level Emergency Response Plans.
- Provide incident debriefing to students/staff as needed. Notify parents.

Investigation:

After the incident has occurred the Emergency Response Team/Threat Assessment Team will conduct a detailed investigation. The purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation will:

- Collect facts on how the incident occurred.
- Record information.
- Identify contributing causes.
- Recommend corrective action.
- Encourage appropriate follow-up.
- Consider changes in controls, policy and procedures.

Follow-up:

The Agency recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act in the school Agency will be provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.

Evaluation:

The Agency-Wide Safety Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals will be utilized from local law enforcement and private consultants as necessary.

Disciplinary Measures:

The Agency Code of Conduct will be the basis for determining the appropriate disciplinary measures necessary.

Code of Conduct:

The Agency has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The **Code of Conduct was updated** in April 2023 and made available and posted on our website.

Notification and Activation (Internal and External Communication)

Quick and accurate contact with appropriate law enforcement officials is essential in a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plan.

Internal communication is also of prime importance and will be specifically defined in the Building-Level Emergency Response Plan. Depending on the emergency, some communication methods will include telephone, fax/e-mail, intercom/radio, local media, emergency alert system, cellular phones, and others as deemed necessary. Appropriate notifications and methods will be determined by the Agency-Wide Safety Team.

In general, parent/guardian notification will be conducted by means of the phone tree of emergency contacts established in each school building or other mass notification system. However, it may be necessary to use other means like local media. Prior arrangements have been established with the appropriate media. The agency recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses are included in each Building-Level Emergency Response Plan, specifically addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System Failure and Technological Hazards. Each Building-Level Emergency Response Team will be responsible for reviewing and updating these responses and communicating them to students and staff. The following emergency situations are of prime importance:

Bomb Threats:

All agency administrators have familiarized themselves with the **Bomb Threat Standards outlined in the Building-Level Emergency Response Plan** so that appropriate decisions may be made depending on the exact nature of the situation. Issues such as searches, pre-clearance, weather conditions, evacuation, sheltering, notification, returning to the building and false bomb threat prevention are addressed in the Building Plan. The **FBI Bomb Threat Call Checklist** will be available at phone reception areas.

Hostage Taking:

The Building-Level Emergency Response Plan for **Missing/Abducted/Kidnapped Student** procedures will be followed in the event of a hostage situation. In general, the following response actions will be taken:

- The first person aware of the situation will immediately notify the school building leader's office and call 911.
- The school building leader or designee will issue the appropriate alert if necessary and isolate the area.
- The school building leader or designee will notify the School VP of Operations. No response to the media will be given at this time.
- The school building leader or designee will turn over authority to the police upon their arrival and assist as requested.

Intrusions:

The Building-Level Emergency Response Plan hazard specific procedures will be followed in the event of an intrusion. In general, the following response action will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the School Building Leader's office.
- The school building leader or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The school building leader or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The School Building Leader or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building administrator if available and Dial 911 or other appropriate emergency notification.
- **If the situation escalates, plain language** will be utilized to notify all building occupants to lockdown according to pre-defined procedures.
- The VP of Operations, ECP Director or Clinic Director's office will be notified so appropriate resources can be made available to the school Agency.
- The school building leader should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

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Kidnapping or Missing Student:

The Building-Level Emergency Response Plan procedures will be followed in the event of a kidnapping/missing child. In general, the following response action will be taken:

- During school hours, **when a student has already been documented as present**, the first person aware of a kidnapping or missing student will immediately notify the school building leader who will obtain student information and photo I.D. School building staff and the safety team will shelter in place and search the building.
- Parent/guardian will be notified. If the student is not found, police will be notified.
- The school building leader will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- During school hours, if a child is suspected of being missing and has not arrived at school, the parent or guardian will immediately be contacted. Parents should be asked to contact the school if the student is located.
- The student's means of transportation to school should be reviewed. If the student is not located, the police should be notified. Student information and a photo I.D. will be obtained.
- The VP of Operations or ECP director will be notified.
- The school building will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- After school hours, **when a student has not arrived at home**, parents should notify the bus company. The school/agency may be notified by a concerned parent/guardian.

The bussing company will be contacted by the parents and agency.

- Gather any information available on the student and their departure from school.
- Advise parent/guardian to contact police if student is not located. School building leader or designee should be available for police investigation.
- Ask parent/guardian to re-contact school if student is located.

Responses to Acts of Violence Including Suicide Threats (Implied or Direct Threats)

Response actions in individual buildings will include:

- Implementation of the Incident Command System.
- Use of staff trained in de-escalation techniques.
- Inform building School Building Leader.
- Determine level of threat with VP of Operations/ECP Director/Clinic Director (Activate Threat Assessment Team).
- Contact law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team if necessary.

Responses to Acts of Violence (Actual)

The following procedures will be followed when responding to actual acts of violence:

- Implementation of the Incident Command System.
- Determine the level of threat.
- If necessary, isolate the immediate area through a Hold-In-Place.
- Inform building School Building Leader/VP of Operations.
- If necessary, initiate lockdown procedure and contact appropriate law enforcement agency.
- Monitor situation, adjust response as appropriate, if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

Response protocols to specific emergencies will vary but usually will include the following:

- Implementation of Incident Command System
- Identification of decision makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

School Building/Clinic Chain-of-Command Table	IC #1	IC #2	IC #3	IC #4
North Street	Jamie Moberly	Lynn Shea	Joe Sonnenberg	Amy Bamrick
Rosewood Terrace	Katie Storey	Melanie Hernandez-Anastasio	Molly Rademacher	Sarah Couperus
Hoag	Lynn Zakeri	Jessica DeNisco	Lynn Cala	Joelle Tomaski
Wheelock	Valorie DeLeon	Jennifer Rhodes	Michelle Boyle	Samantha Jackson
Sweet Home	Teresa Doermer	Mary Anne Whelan	Ann Deering	Danielle Gaulin
Lockport	Melissa Laun	Erikca Finn	Kristen McCoy	Cristina Fudoli

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Emergency Assistance and Advice from Local Government

Depending on the emergency, the agency may need assistance from local government agencies. During an emergency the Incident Commander will contact 911 to obtain emergency services. Other agencies that may be contacted to obtain assistance may include the Red Cross, Fire Department, Local Police Department, Erie, Niagara, or Chautauqua County Office of Emergency (Commissioner), Erie, Niagara or Chautauqua Department of Mental Health, Religious Organizations, among others. For specific assistance beyond the scope of the school Agency's resources, we will coordinate with State and Federal agencies and assist in all post-incident responses. These contacts are clearly delineated in the Building-Level Emergency Response Plans.

Agency Resources Use and Coordination

Building-Level Emergency Response Plans will address the identification, availability, and use of resources. This will include procedures for coordination of these resources including manpower and Chain-Of-Command.

Protective Action Options

Building-Level Emergency Response Plans, which are confidential, address the following response actions as determined by the emergency. Specific response actions are explained in detail in each building plan:

- **School Cancellation** (Conditions warrant deciding not to open schools)
- **Early Dismissal** (Conditions warrant returning students to their homes)
- **Evacuation** (Conditions in the building are unsafe warranting relocation)
- **Sheltering** (Conditions warrant movement to a safe place in the building)
- **Shelter-In-Place (weather related)**
- **Shelter-In-Place (Generic/Non-specific Bomb Threat)**
- **Shelter-In-Place (Specific Bomb Threat)**
- **Hold-In-Place** (Conditions warrant isolation of a specific area of the building – usually short-term)
- **Lockdown** (The most serious situation for a school – a threat is in the building)
- **Lockout** (A threat exists outside the school building or in the vicinity)

National Terrorism Advisory System (NTAS)

NTAS advisories – whether they be Alerts or Bulletins – encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat and help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

Bulletin:

Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert:

Warns of a credible terrorism threat against the United States.

Imminent Threat Alert:

Warns of a credible, specific, and impending terrorism threat against the United States. Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The *If You See Something, Say Something™* campaign across the United States encourages the public and leaders of communities to be vigilant for indicators of potential terroristic activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

Recovery – School Agency Support for Buildings

The Emergency Response Teams and the Post-Incident Response Teams will be supported by all available in-agency resources and personnel as required by the emergency. County and State resources and personnel will be obtained as dictated by the emergency.

An Agency Support Team will be available when necessary to assist all school buildings in their response effort.

This Team will be composed of:

- VP of Operations of Schools or Designee
- Early Childhood Program Director
- Social Work Supervisor
- Lead Maintenance
- Lead Nurse
- Others as deemed necessary

Disaster Mental Health Services

The **Building-Level Emergency Response Team** will designate the **Post-Incident Response Team** in each school building to respond in crisis situations and help provide disaster mental health services as outlined in our **Building-Level Emergency Response Plan**.

Forms and Recordkeeping

The success of our Violence Prevention Program will be enhanced by our ability to document and accurately report on various elements of the program along with training staff on our Plan. This will allow us to monitor its success and update the program, as necessary.

Plan for Remote Learning

In the event of an unanticipated need to close due to extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak, BHSC's Early Childhood Program will provide remote learning instruction, if appropriate. BHSC's continuity of student learning plans consider the New York State and Federal Education Departments' Guidance.

Technology and Connectivity

BHSC strives to ensure that every student has access to devices and Internet connectivity. BHSC will prioritize the provisions of technology to students that are otherwise without access.

BHSC will provide needed technology by :

1. All parents will complete a Family Technology Remote Learning Survey at the beginning of the school year.
2. Students who are in need of technology will be provided with an individual device in advance or immediately following an unanticipated need to close event.
3. Students in need of internet connectivity at home will be provided with a WIFI-hotspot in advance or immediately following an unanticipated need to close event.
4. The BHSC IT team will be available for any family that needs technology assistance if needed.

Continuity of Learning

A Special Education Continuity of Learning Plan must be completed for each student with an IEP. Before completing this updated form, the responsible school staff will:

- Refer to the student's IEP to consider the student's current recommendations and areas of need during the school closure; and
- Teachers/therapists should gather progress reports and other anecdotal information related to the student's progress to gain a general knowledge of the child's progress, as well as any significant considerations from each related service area.

The family will be contacted by telephone to discuss the following topics:

- The special education and related services that are being provided remotely during the school closure.
- If related services providers have determined that the student can benefit from tele-therapy, and the family has not yet consented orally to services, that services cannot be provided until the parent has provided consent.
- The telephone call and any attempted contacts should be documented and saved.
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Parents have the right to refuse their child to participate in services delivered through tele-therapy. If parents exercise that right to refuse certain services, document their refusal and the child will be marked absent from therapy and/or classroom attendance.

Classroom Instruction/Schedule

- Teachers will send home a daily schedule (*see sample schedule) for the student/classroom.
- Teachers will send home curricular lesson packets and lesson overview. The packet will include ideas for center/free play times that the family can do at home.
- Teachers will schedule a daily virtual classroom time for students to attend (may video for students who cannot participate at the appropriate time).
- Teachers will create and share daily a minimum of (1) ELA and (1) Math lesson. This will be tailored to meet the students' and families' capabilities.
- All contacts and contact attempts with the families will be documented.

Related Services

- Related service providers will review all mandates on their caseload to determine how best to deliver appropriate services to students during this time. If the provider determines that tele-therapy services are appropriate, they will share the information with the teacher and family.
- Providers will review student mandates, contact each student's parent, and obtain consent for tele-therapy.
- To maintain continuity, the provider currently working with the student should provide services wherever possible.
- For any student where the provider and parents determine that it is not appropriate to provide remote tele-therapy services, the provider must conduct a weekly consultation tele-therapy consultation check-in session with the family and/or student. This check-in will serve as an opportunity to connect with the student/family and provide suggestions in support of student function during this time.

Providers and program staff must collaborate to develop a schedule for tele-therapy. They will use the current schedule as a starting point for this exercise, grouping where feasible in accordance with the IEP recommendations.