



District - Safety & Emergency Operations Plan

September 2020

Contents

INTRODUCTION	
EMERGENCY/CRITICAL SITUATIONS – WHO TO CALL	
SAFETY PROTOCOLS – QUICK REFERENCE GUIDE	
EMERGENCY LOCKDOWN PROCEDURES.....	
SHELTER IN PLACE	
LOCKOUT	
LOCKDOWN	
EMERGENCY SAFETY DRILLS	
SAFETY DRILLS – PARENT LETTER PRIOR TO CONDUCTING LOCKDOWN	
SAFETY DRILLS – SCHOOL MESSENGE PRIOR TO CONDUCTING LOCKDOWN.....	
SAFETY DRILLS – KINDERGARTEN TO 4 TH GRADE LOCKDOWN DRILL.....	
SAFETY DRILLS – 5 TH TO 8 TH GRADE LOCKDOWN DRILL TEACHER SCRIPT	
ELOPEMENT	
EMERGENCY SCHOOL CLOSING.....	
EVACUATION TO ALTERNATE SITE	
INCIDENT REPORTING	
ELMWOOD VILLAGE CHARTER SCHOOL BOARD OF TRUSTEES	

INTRODUCTION

The information within this document will assist you in the following situations:

- 1) Emergency procedures due to imminent harm or threat, including:
 - a) Contact information
 - b) Emergency Response protocols (Shelter in Place, Hold-in-Place, Evacuation, Lockout, Lockdown)
 - c) Parent notification for planned Safety Drills
 - d) Teacher/Student scripts related to planned Safety Drills
- 2) Elopement Procedures
- 3) Building closure due to an emergency or facilities issue
- 4) Follow-up Incident Reporting

EMERGENCY/CRITICAL SITUATIONS - WHO TO CALL

In case of all emergency situations where there is a presumed or imminent danger to any person(s) in a school building, the following procedures **MUST** be abided by for the safety and well-being of all person(s).

CALL 911

1. A dedicated person, usually the building principal or administrator designee in charge, must call 911. 911 will connect you to POLICE or FIRE. The designated caller **MUST** stay on the line to give details of the situation.
2. Call

Name	Title	Agency	Contact Information
Liz Fisher	Interim Principal	Hertel	efisher@elmwoodvillageschool.org
Danielle Bruno	Principal	Days Park	dbruno@elmwoodvillageschool.org
Liz Evans	Director of Operations	Central	levans@elmwoodvillageschool.org
Anne Wechsler	Director of Curriculum & Instruction	Central	awechsler@elmwoodvillageschool.org
David Phillips	Assistant Principal	Days Park	dphillips@elmwoodvillageschool.org
Christina Petit	Registrar and Admissions Coordinator	Central	cpetit@elmwoodvillageschool.org
Sharon DeTamble	Finance Manager	Central	sdetamble@elmwoodvillageschool.org
Deb Steckler	Communications	Central	dsteckler@elmwoodvillageschool.org
Lea Gladysz	Accounts Payable – Central Office	Central	lgladysz@elmwoodvillageschool.org
Dylan Gechoff	Office Manager	Hertel	dgechoff@elmwoodvillageschool.org
John Grabovski	Director of Facilities	Central	jgrabovski@elmwoodvillageschool.org
Leroy Horne	Building Manager	Hertel	lhorne@elmwoodvillageschool.org
Ebony McMillian	Student Life and Community Connections Coordinator	Days Park	emcmillian@elmwoodvillageschool.org
Kelly Norlen	Office Manager & Transportation Coordinator	Days Park	knorlen@elmwoodvillageschool.org
Alyssa Darrow	Transportation Assistant / Dance	Hertel	adarrow@elmwoodvillageschool.org
Tom Welch	Transportation Assistant / PE	Hertel	twelch@elmwoodvillageschool.org
Anthony DiRienzo	Transportation Assistant / PE		
Dana Fauth	School Nurse	Days Park	dfauth@elmwoodvillageschool.org
Tracy Thornton	School Nurse	Hertel	tthornton@elmwoodvillageschool.org
Kathy Franklin	Board Member	EVCS	principaladams98@yahoo.com
Morgan McNearney	Parent Representative and Community Association President	EVCS	mj@sweat716.com
Michele Pieczynski	Teacher	Hertel	mpieczynski@elmwoodvillageschool.org
Nicca Lebeda	Community Association Rep	Hertel	nicca.lebeda@gmail.com
Robin Roeser	Clubhouse Director: Boys and Girls Club	Days	roeser@bgcbuffalo.com
Ryan O’Vell	Site Facilitator: Best Self	Hertel	rovell@bestselfwny.org
Chris Walsh	Behavior Intervention Specialist	Days Park/Hertel	cwalsh@elmwoodvillage.org
Lauren Atherton	Counselor	Days Park	latherton@elmwoodvillageschool.org
Laura Dowling	Counselor	Hertel	ldowling@elmwoodvillageschool.org
Anne Landrigan	Special Education Coordinator	Days Park	alandrigan@elmwoodvillageschool.org
Tara Czamara	Special Education Coordinator	Hertel	tczamara@elmwoodvillageschool.org
	Fireman	Buffalo FD	716-851-5333
	Law Enforcement	Buffalo PD	716-851-4403

SAFETY PROTOCOLS - QUICK REFERENCE GUIDE

Emergency procedures to employ due to imminent harm or threat

Shelter-in-Place

- **A Shelter-in-Place describes courses of action when students and staff are required to remain indoors because it is safer inside the building or room than outside.**
- An announcement will be made that a **Shelter-in-Place** is in effect due to weather related issue or a non-specific bomb threat
- Students should remain/return to their regularly scheduled class
- Teachers should take attendance and continue with normal classroom routines
- Do not remain in a lavatory, report back to your classroom
- An announcement will be made when the need for a **Shelter-in-Place** is lifted

Hold-in-Place

- **A Hold-in-Place describes courses of action that requires students and staff movement be limited to keep students and staff out of the affected area until the situation can be rectified. A Hold-in-Place may be initiated if there is an internal incident or administrative matter such as students fighting in a hallway.**
- An announcement will be made that a **Hold-in-Place** is in effect due to an internal incident
- Students should remain/return in their classrooms. If a situation occurs that requires students to move out of a classroom, they will relocate to the nearest available room
- Teachers should take attendance and continue with normal classroom routines
- All available staff report to the main office for further instructions to assist
- An announcement will be made when the **Hold-in-Place is lifted**

Evacuation

- **An Evacuation should take place when it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.**
- An announcement will be made than an **Evacuation** is in effect by either activating the fire alarm or by making an announcement
- Teachers take their students to their designated assembly area
- Teachers take class roster and take attendance when safe to do so
- Communicate to staff when it is safe to re-enter the building
- An announcement will be made when the **Evacuation** is over. No students or staff shall return to school buildings or grounds until advised to do so by the appropriate officials

Lock Out

- **A Lockout should take place when it is necessary to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a Lockout is to ensure all school staff, students, and visitors are secured in the school building away from the outside danger.**
- An announcement will be made that a **Lock Out** is in effect due to an emergency taking place outside of the school but making sure to secure school buildings and grounds
- Exterior doors and windows should be locked
- All outside activities are ended
- Classes will continue as usual/indoor activities continue as regularly scheduled
- An announcement will be made when the **Lock Out** is over

Lockdown

- **A Lockdown should take place when there is 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.**
- An announcement will be made that a **Lockdown** is in effect due to an intruder or other emergency taking place in the building
- Teachers should direct students to the closest **room** and remain there
- Teachers should take attendance
- Teachers should **lock** doors after making sure all students are inside
- Teachers will take attendance of all students in the classroom
- Teachers should direct students to sit on the floor, away from the door and farthest from the windows
- ****Remain Silent****
- **Leave lights and blinds as they are unless situation warrants it. Do not cover door window.**
- **Do not** use any interior phones or walkies
- **A LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED BY LAW ENFORCEMENT OR BUILDING ADMINISTRATOR.**

Elopement

- **An Elopement is any attempt to leave a room or building without staff supervision/permission, or any attempt to move away from an assigned area in the community without teacher permission.**
- An announcement will be made than an **Elopement** is in progress
- Immediately upon becoming aware that the student is missing, a faculty member must notify administration with the full name of the student who eloped, the location where the student was last seen, and a description of clothing
- All administrators will search designated areas for the student
- If student cannot be located, the school administrator will call 911 and provide full descriptive details of the student and the disappearance
- The school administrator or appropriate designee will actively search the external school property and neighborhood while the internal search of the school is still being conducted
- The school administrator will contact the parent and inform them that their child left their class location and has possibly left the school building. Parent will assist in any possible way.

EMERGENCY LOCKDOWN PROCEDURES

It is incumbent upon all personnel working at the Elmwood Village Charter Schools to become well-versed in the safety measures outlined in the safety plans created and sanctioned by the District. These plans are in place to serve as a guide should an incident happen within a school and should be followed as closely as practicable under the circumstances.

In an emergency, an order to **shelter**; remain in the building or upon premises, or **evacuate**; leave the building or premises, will be given. Said order may be initiated by the building administrator, or designee, or a first responder, usually a member of the fire or police department. Upon a predetermined signal or consent from a person authorized to do so the order will be rescinded.

- If a **SHELTER** order is necessary, it will fall within one of following three areas:
- **Lockdown** (an imminent threat exists within the building)
- **Lockout** (a threat exists outside the building in proximity to the building)
- **Shelter-in-Place** (threat requires moving school population to a single or multiple locations within the school)

If an **EVACUATE** order is necessary, it will fall within one of the following areas:

- **Building Only Evacuation** (an exterior location on school grounds)
- **Off-School Grounds Evacuation** (relocation to a pre-determined off-site location)
- **Early Dismissal** (students released from school prior to completion of school day)

SHELTER-IN-PLACE

Social Media Threat / Non-Specific Bomb-Threat / Weather Related

ACTIONS:

Initiate Shelter-in-Place

- ANNOUNCE "SHELTER-IN-PLACE". DO NOT USE CODES, CARDS, or COLORS.
 - YOUR ATTENTION PLEASE.
 - THERE IS A SITUATION REQUIRING YOU TO SHELTER-IN-PLACE.
 - PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.
 - *Provide further specific incident instructions found in the BUILDING LEVEL SCHOOL EMERGENCY RESPONSE PLAN*
- CALL 911
- ACTIVATE BUILDING LEVEL EMERGENCY RESPONSE TEAM
- USE CLEAR, CONCISE LANGUAGE TO PROVIDE DIRECTION TO THE SCHOOL BASED ON THE SITUATION.
- IF THERE IS A SITUATION REQUIRING STUDENTS AND STAFF TO MOVE AWAY FROM WINDOWS AND DOORS (SUCH AS A WEATHER EMERGENCY), THEY SHOULD BE INSTRUCTED TO MOVE TO THE INTERIOR OF THE ROOM OR RELOCATE TO AN INTERIOR HALLWAY OR ROOM. STUDENTS IN TEMPORARY CLASSROOMS OR OUTSIDE OF THE MAIN BUILDING FOR ANY REASON SHOULD BE INSTRUCTED TO MOVE INTO THE MAIN SCHOOL BUILDING.
- STUDENTS IN RESTROOMS ARE TO REPORT BACK TO THEIR CLASSROOM.
- IF THE SITUATION IS NOT A THREAT TO THE EXTERIOR OF THE BUILDING, STUDENT'S IN-BETWEEN CLASSES OR OUTSIDE OF THEIR CLASSROOM FOR OTHER REASONS SHOULD BE INSTRUCTED TO RETURN TO THEIR CLASS.

SHELTER IN PLACE WILL END ONLY WHEN THE PRINCIPAL, ADMINISTRATIVE DESIGNEE, OR FIRST RESPONDER SIGNALS THAT THE THREAT HAS BEEN REMOVED.

HOLD-IN-PLACE

ACTIONS:

Initiate Hold-In-Place

- ANNOUNCE “Hold-In-Place”. DO NOT USE CODES, CARDS, or COLORS.
 - YOUR ATTENTION PLEASE.
 - THERE IS A SITUATION REQUIRING YOU TO HOLD IN PLACE.
 - PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.
 - INSTRUCT ALL AVAILABLE STAFF TO REPORT TO THE MAIN OFFICE FOR FURTHER INSTRUCTIONS TO ASSIST.
 - *Provide further specific incident instructions found in the BUILDING LEVEL SCHOOL EMERGENCY RESPONSE PLAN*

LOCKOUT

Threat Outside of the Building in Proximity to the Building

ACTIONS:

Initiate Lockout

- **ANNOUNCE “LOCKOUT”**. DO NOT USE CODES, CARDS or COLORS.

- **RETURN** all students who may be outside into the building.

- **LOCK ALL EXTERIOR DOORS AND WINDOWS.**

- **LIMIT ENTRY** to building once lockout is initiated. Any entry into building during lockout is on a one-on-one basis and only through a designated door which is monitored.

- **CLASSES** should continue as scheduled.

- **Do not** respond to the fire alarm unless actual signs of fire are observed, or an announcement is made.

- Notification of the cessation of lockout will be given when the threat is removed. It can be given in a manner appropriate to the respective buildings.

- If a police officer does not respond to the lockout, the police should be notified that the lockout has been lifted.

LOCKOUT WILL END ONLY WHEN THE PRINCIPAL, ADMINISTRATIVE DESIGNEE, OR FIRST RESPONDER SIGNALS THAT THE THREAT HAS BEEN REMOVED

LOCKDOWN

An Imminent Threat Exists Within the Building Social Media Threat / Specific Bomb-Threat / Threat of a Weapon

Internal Threat

ANNOUNCE “LOCKDOWN”. **DO NOT USE CODES.** Call 911 and give as many details as possible, including description of person(s) and location, if weapons are being used and if injuries have occurred.

- **IMMEDIATELY** remove students from hallways and areas near you into your room, office or room with a lockable door. This includes common areas and restrooms adjacent to classrooms.
- **LOCK** classroom doors and have students sit on the floor by the wall outside of view from the door window. Remain out of sight and keep students quiet.
- **DO NOT** cover windows.
- **LEAVE** lights and blinds as they are unless situation warrants it.
- **TAKE ATTENDANCE** documenting all students within the room or area. Also document last known locations of students assigned to respective classroom or area.
- **ATTEND** to injured. Document all injuries.
- **REMAIN** secreted in room at all times. **NO ONE** is to leave for any reason.
- **DO NOT** allow anyone to enter the room or areas in which you are located.
- **MAINTAIN SILENCE. DO NOT** respond or communicate to anyone outside room unless you can verify the person is a first responder.
- **KEEP DOORS LOCKED** at all times allowing no one into your room or area.
- **DO NOT** answer classroom telephones.
- **DO NOT** respond to a fire alarm unless it can be determined a fire is raging.
- **DO NOT** respond to any announcements or other school-wide communications (including walkie-calls).

LOCKDOWN WILL END ONLY WHEN THE PRINCIPAL, ASSISTANT PRINCIPAL, OR A MEMBER OF THE BUFFALO POLICE DEPARTMENT OPEN DOORS AND END LOCKDOWN

EMERGENCY SAFETY DRILLS

During annual emergency drills (lockdown, etc.) conducted with the Buffalo Police Department or when drills are conducted without police supervision, the following materials are to be utilized.

1. Parent Letter
2. School Messenger Text/Email System
3. Grade-level scripts for teacher use

The purpose of the following materials is to adequately prepare students and parents for the seriousness of the drills and to reduce any potential student trauma or fear during the completion of the drill. Materials are available by request. Safety Drills and are also included below.

SAFETY DRILLS - PARENT LETTER PRIOR TO CONDUCTING LOCKDOWN

(DATE)

Dear Parents:

One of the components of New York State "Project Save" legislation is the requirement to practice Emergency Response Drills (Safety Drills). The Buffalo Police Department partners with our school to assure satisfactory completion of the drills.

In compliance with "Project Save" requirements we will hold our first practice drill on (DAY & DATE). Before this date, teachers will discuss this safety drill in their classrooms with the students. Teachers will share the comparison of fire drills that are held regularly. As we practice "fire drills" to keep us safe outside our school, we will practice "Safety Drills" to keep us safe inside our school.

Our Safety Drill includes the following procedures in each classroom once a building announcement has been made:

- Teacher closes and locks classroom doors and windows. Leave lights and blinds as they are unless situation warrants it.
- Students will move to an area in the classroom away from windows/doors, and be seated on the floor.
- Everyone waits for the official "all clear" from the principal or Police Chief.

We are committed to maximizing the safety of everyone in our school by practicing these drills. We also want every student to be comfortable with our procedures and confident that they are safe in school.

Please do not hesitate to call with any questions you may have.

Sincerely,

(PRINCIPAL)

SAFETY DRILLS – SCHOOL MESSAGE PRIOR TO CONDUCTING LOCKDOWN

Dear Parents:

This is (PRINCIPAL).

One of the components of New York State “Project Save” legislation is the requirement to practice Emergency Response Drills (Safety Drills). The Buffalo Police Department partners with our school to assure satisfactory completion of these drills.

In compliance with “Project Save” requirements we will hold our first practice drill on (DAY & DATE). Before this date, teachers will discuss this safety drill in their classrooms with the students.

A letter has been sent home with your child with additional details.

We are committed to maximizing the safety of everyone in our school by practicing these drills. We also want every student to be comfortable with our procedures and confident that they are safe in school.

Please do not hesitate to call me with any questions you may have.

Thank you.

SAFETY DRILLS – KINDERGARTEN TO 4TH GRADE LOCKDOWN DRILL TEACHER TRANSCRIPT

DIRECTIONS: Below is a script to assist you in teaching your students about Lockdown concepts and drills. Carry out this lesson in the age appropriate manner in which you conduct all instruction for your students. You are the teacher for your students, however, if you need guidance or support in doing this, please feel free to contact your building administration or Student Support Team.

Remember that Lockdown Drills can be particularly problematic for students who have experienced trauma or are prone to anxiety. Our goal as a district is to manage Lockdown Drills in a way that minimizes student distress by having the drills become as automatic and routine as fire drills.

SCRIPT:

(Be prepared, scripts and discussions may vary by classroom depending on age level and student population).

Teacher:

"How many of you can you remember a time when you ran ahead of a grown-up to the street corner and they'd be slower to get there, so when you got there without them they'd shout 'Stop!' or 'Freeze!' and you'd have to wait for them, there at the corner, before going into the street?" (show of hands) "Can you tell me why they wanted you to stop?"

Steer student responses toward:

"There were cars that you might not see, drivers who might not see you, parents wanted to keep you safe, etc."

Teacher:

"Well, sometimes there still might be dangers that you can't see that the grown-ups know about and so they tell you to 'stop!' and even hide, sometimes, and wait for them to say 'All Clear, you can come out now.' And it's good to practice that."

"Just as we sometimes practice fire drills so that we'll know what to do in case there is a fire, we are now going to practice being safe when there's trouble around. The bad thing may never happen, but when we're practiced in protecting ourselves, then we don't have to worry that we won't know what to do. Even the toughest grown-ups in the police and army practice what they're going to do in a difficult situation."

"Can anyone tell me other things we do to be safe and prepared just in case something bad happens?"

Steer student responses toward:

Locking doors, bringing an umbrella when rain is expected, wearing bicycle helmets, etc.

Teacher: Focus on bicycle helmets.

“Can anyone tell me why we wear helmets when we ride our bikes?”

Steer student responses toward:

“We don't expect to fall, but if we do, we'll be protected. Then we don't have to worry. We can just ride our bikes and not even think about falling, because we have the situation covered. Being prepared is a ‘just in case’ measure that helps you to feel safe. Having a plan like this and practicing what to do in a lockdown drill means that we don't have to worry about these things and we can focus on having fun and learning at school.”

Teacher:

Here are the steps of what we do during a lockdown drill:

The acronym is PAL.

P is for PAUSE: First, pause and take a deep breath. Breathing helps your mind work.

A is for ADULT: Wherever you are on campus, find a trusted adult. If you are in the classroom, stay there and find your teacher or other adult in the room. If you are outside, look for the teacher or other adult closest to you to tell you what to do and where to go.

L is for LISTEN: Listen to the adult's instructions. The adult will know what to do and will tell you. This is trickier than a fire drill because depending on where you are, you won't always go to the same place each time. You will know what to do if you listen. Also, during this time, the teachers will lock the doors to their classrooms. When everything is safe, the adult will tell you that everything is all clear and we can go back to our regular school day.

We are all here to keep you safe. Practice means we are prepared and can feel confident

DEBRIEF

It is also critical to debrief with younger students after all lockdown drills to provide further support. These discussions should be open-ended and encourage expression. Remember that as adults we need to validate all feelings and provide reassurance wherever possible.

Teacher:

“What was it like to do this lockdown drill?”

“What kinds of thoughts came to your mind during/after the drill?”

“What helped you know that you were safe?”

“What might help you feel safer next time?”

“What can people do to calm ourselves down if we do start to feel scared?”

Self-Calming Techniques:

Teach students how to calm themselves by focusing on the breath [breathe in through nose, out through mouth].

Teach self-affirmation statements like “the door is locked and I’ll be safe” or “my teacher is here to protect me” and have students silently repeat these statements.

Teach distraction techniques like counting or looking around the room reassuring objects.

SAFETY DRILLS - 5TH TO 8TH GRADE LOCKDOWN DRILL TEACHER SCRIPT

DIRECTIONS: Below is a script to assist you in teaching your students about Lockdown concepts and drills. Carry out this lesson in the age appropriate manner in which you conduct all instruction for your students. You are the teacher for your students, however, if you need guidance or support in doing this, please feel free to contact your building administration or Student Support Team.

Remember that Lockdown Drills can be particularly problematic for students who have experienced trauma or are prone to anxiety. Our goal as a district is to manage Lockdown Drills in a way that minimizes student distress by having the drills become as automatic and routine as fire drills.

SCRIPT:

(Be prepared, scripts and discussions may vary by classroom depending on age level and student population).

Teacher:

“Today we are going to talk about safety. What are some of the things we do to keep you safe at school?”

Steer Student Responses Toward:

“Staff IDs, visitor sign-in and passes, fire drills, outside doors locked, etc.”

Teacher:

“Very good. So, let’s talk about how students should never open a door at school to let someone into the building. This is a hard one, because we are taught to be courteous and help others, but in school, all people who come to the building should go through the main office and check in. The rule is always ‘Safety First’ and today we are going to practice another way to keep you safe. We are going to talk about a Lockdown Drill. Does anyone know what we need to do during a lockdown drill?”

Steer Student Responses Toward

“Listen to adult, follow directions, voices off, pay attention”

Teacher:

Here are the steps of what we do during a lockdown drill: The acronym is PAL.

P is for PAUSE: First, pause and take a deep breath. Breathing helps your mind work.

A is for ADULT: Wherever you are on campus, find a trusted adult. If you are in the classroom, stay there and find your teacher or other adult in the room. If you

are outside, look for the teacher or other adult closest to you to tell you what to do and where to go.

L is for LISTEN: Listen to the adult's instructions. The adult will know what to do and will tell you. This is trickier than a fire drill because depending on where you are, you won't always go to the same place each time. You will know what to do if you listen. Also, during this time, the teachers will lock the doors to their classrooms. When everything is safe, the adult will tell you that everything is all clear and we can go back to our regular school day. Remember, we are all here to keep you safe. Practice means we are prepared and can feel confident that we all know what to do just in case.

DEBRIEF

It is also critical to debrief with students after all lockdown drills to provide further support. These discussions should be open-ended and encourage expression. Remember that as adults we need to validate all feelings and provide reassurance wherever possible.

Teacher:

“What was it like to do this lockdown drill?”

“What kinds of thoughts came to your mind during/after the drill?”

“What helped you know that you were safe?”

“What might help you feel safer next time?”

“What can people do to calm ourselves down if we do start to feel scared?”

Self-Calming Techniques:

Teach students how to calm themselves by focusing on the breath [breathe in through nose, out through mouth].

Teach self-affirmation statements like “the door is locked and I’ll be safe” or “my teacher is here to protect me” and have students silently repeat these statements.

Teach distraction techniques like counting or looking around the room reassuring objects.

ELOPEMENT

Precautions for Wanderers:

1. Known wanderers (students who elope) must be formally recognized by conducting a Functional Behavioral Assessment (FBA) and completing a Behavior Intervention Plan (BIP) with parental consent. This may pertain to a student with a disability or a general education student.
2. Parent/Guardians of students who are known wanderers will be included in the development of the BIP and also reminded the importance of reinforcing the dangers of eloping with the student at home.
3. Building staff must be made aware of known wanderers by providing a roster that includes a photograph, full name, grade, and homeroom. The roster should not be posted publicly.
4. Each classroom's substitute teacher folder should have a class list of known wanderers.
5. In such classes where wanderers are in attendance, doors should be kept closed to the extent appropriate or possible.
6. Classrooms that include known wanderers must establish an alert system on the classroom door such as a bell or chimes. The purpose of this sound alert is to assist teachers in being aware of a wanderer's movement should teachers be engaged with others.

Alert Procedure:

1. A faculty member must notify the administration with the full name of the student who eloped on the walkie on channel (2 at Days Park, 3 at Hertel) immediately upon becoming aware the student is missing with the location of where student was last seen and description of clothing.
2. If the office does not respond immediately to the walkie call the main office.
3. One adult from the room should attempt to follow the student.
4. The administration will call on the walkie or PA for anyone who has eyes on the student.
5. The administration will have all administrators search designated areas for the student.
6. The Administrative Assistant will watch the monitors and notify adults over the walkie if the student is spotted and their location.

7. Without delay and upon belief of the school administrator or appropriate designee that the student cannot be located, even though there is no confirmation that the child has left the school building, the school administrator will call 911 and provide full descriptive details of the student and the disappearance. No more than approximately 5 minutes from the time of the initial report should elapse before this call is made.
8. A school administrator or appropriate designee will actively search the external school property and neighborhood while a school administrator manages the internal building search. Explicit communication will occur between the administrator or appropriate designee searching the external school property and neighborhood with the administrator or appropriate designee who is managing the internal building search.
9. The school administrator will contact the parent and inform them that their child left their class location and has possibly left the school building. The parent will be informed that the police have been called and procedures are being followed to search for the child. They will ask the parent to assist in any way possible (such as searching likely locations to which the student may have traveled).
10. Upon conclusion of the event, the school administrator will complete the Incident Reporting Form.
11. A debriefing meeting will be held after the elopement has concluded.

EMERGENCY SCHOOL CLOSING

In the event that a school is closed due to an isolated emergency (power outage, water main break, gas leak, no heat, etc.), the Executive Director of Facilities will notify the Director of Operations, who will notify the principal and work out the details for closing or relocation to the alternate location (see *Relocation Chart* below). The Director of Operations will also notify the Building Managers, and the Communications Lead.

John Grabovski – Director of Facilities



Liz Evans – Director of Operations



Danielle Bruno – Principal of Days Park
Liz Fisher – Interim Principal of Hertel

The entire faculty (administrators and teachers) and staff (teacher aides, teacher assistants, and clerical staff) must report to the assigned alternate location. While the media may state, “All staff report,” or “All faculty report,” or “All faculty and staff report,” principals must make it clear that administrators, teachers, teacher aides, teacher assistants, and clerical staff must report to the alternate location, regardless of what is reported in the media. The principal is not responsible for the engineering staff or cafeteria staff in the event of the faculty and staff being relocated to an alternate site. **Principals are required to have an emergency professional development plan ready to be used in the alternate location with all faculty and staff.**

EVACUATION TO ALTERNATE SITE

In the event that a school must close due to an isolated emergency (power outage, water main break, gas leak, no heat, etc.), the Director of Facilities will notify the Director of Operations, who will notify the principals and work out the details for relocation to the alternate location (see *Evacuation Chart* below). The Director of Operations will also notify the Office Managers, and the Communications Lead.

EVCS will communicate the alternate site for each campus to families if students are evacuated from the building via the Schools' messaging system.

INCIDENT REPORTING

The following protocol is in place and must be followed in all cases of serious incident. This includes, but is not limited to, missing children, serious injuries to students or staff, bomb threats, social media threats to do harm, presence of firearms, water main breaks, gas leaks, power failures, fires or anything that warrants a “911” call or call for police assistance.

In the situation where a serious incident should occur, take whatever measures are necessary to provide immediate resolution to all safety and security concerns.

School Administrators must contact Liz Evans regarding the emergency/critical situation/incident (see page 5 for contact information). Liz Evans will contact the appropriate individuals.

Liz Evans and the administrative staff will work with the principal and/or assistant principal to discuss and plan the communication response with parents and the school community. Be sure to report the details of your investigation as it progresses to Liz Evans.

Following resolution of the incident, a written summary of the incident (*Incident Briefing Form* contained in the Building Level Emergency Response Plan in the school offices) must be submitted to the appropriate administration. It is essential that we are transparent when dealing with all serious school incidents.

EVCS BOARD OF TRUSTEES

Mimi Barnes Coppola
EVCS Founder; Educator

Jennifer Bernacki Smith
Vice Chair, Attorney

Lacole Brumfield
Community Member

Kathy Franklin-Adams
Founding Board Member, Educator

Evelyn Kerney
Community Member

Matthew Moscatti
Treasurer

Joshua Pennel
Community Member

Pamela Pollock
Secretary, Educator

Matthew Ryan
Community Member

Liz Santacrose
Chair, Attorney

Jamie Smith
Parent Representative, Days Park

Anna Sotelo-Peryea
Parent Representative, Hertel

The Police Confidential Tip line is (716) 847-2255