



Elmwood Village Charter Schools
District Safety & Emergency Operations Plan
Revised May 2023

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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 Situation Contacts

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).

1. **CALL 911:** 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 provide all details of the situation.
2. Call appropriate members of the Emergency Response Team listed here:

Name	Title	Agency	Contact Information
Joseph Ciesielski	Principal	Hertel	jciesielski@elmwoodvillageschool.org
Dave Phillips	Principal	Days Park	dphillips@elmwoodvillageschool.org
Liz Evans	Director of Operations	Central	levans@elmwoodvillageschool.org
Anne Wechsler	Director of Curriculum & Instruction	Central	awechsler@elmwoodvillageschool.org
Brandon Williamson	Assistant Principal	Hertel	bwilliamson@elmwoodvillageschool.org
Katie Istas	Assistant Principal	Days Park	kistas@elmwoodvillageschool.org
Kelly Norlen	Registrar and Admissions Coordinator	Central	knorlen@elmwoodvillageschool.org
Sharon DeTamble	Business Manager	Central	sdetamble@elmwoodvillageschool.org
Kelly Norlen	Communications	Central	knorlen@elmwoodvillageschool.org
Patricia Tyler	Accounts Payable – Central Office	Central	ptyler@elmwoodvillageschool.org
Dylan Gechoff	Office Manager & Transportation Coordinator	Hertel	dgechoff@elmwoodvillageschool.org
Ottis Workman	Facilities Manager	Central	oworkman@elmwoodvillageschool.org
Leroy Horne	Building Manager	Hertel	lhorne@elmwoodvillageschool.org

Ebony Eison	Student Life & Community Connections Coordinator	Days Park	eeison@elmwoodvillageschool.org
Janae Delaney	Student Life & Community Connections Coordinator	Hertel	jdelaney@elmwoodvillageschool.org
Meriah Milner	Office Manager & Transportation Coordinator	Days Park	mmilner@elmwoodvillageschool.org
Alyssa Darrow	Transportation Assistant / Dance	Hertel	adarrow@elmwoodvillageschool.org
Tom Welch	Transportation Assistant / PE	Hertel	twelch@elmwoodvillageschool.org
Jeff Johnson	Transportation Assistant / PE	Days Park	jjohnson@elmwoodvillageschool.org
Dana Fauth	School Nurse	Days Park	dfauth@elmwoodvillageschool.org
Sue Budzinski	School Nurse	Hertel	sbudzinski@elmwoodvillageschool.org
Kathy Franklin	Board Member	EVCS	Kvfa98@gmail.com
Amy Adornetto	Parent Representative and Community Association President	EVCS	adorac28@aol.com
Cara McMahan	Teacher	Hertel	cmcmahoni@elmwoodvillageschool.org
Jen Lang	Community Association Rep	Days Park	daysparkca@elmwoodvillageschool.org
Ryan O'Veil	Site Facilitator: Best Self	Hertel	rovell@bestselfwny.org
Chris Walsh	Student Services Coordinator	Days Park	cwalsh@elmwoodvillage.org
Lauren Jackson	Counselor	Days Park	ljackson@elmwoodvillageschool.org
Erin McFarland	Counselor	Hertel	ldowling@elmwoodvillageschool.org
Theresa Jankowski	Learning Specialist	Days Park	tjankowski@elmwoodvillageschool.org
Tara Czamara	Student Services Coordinator	Hertel	tczamara@elmwoodvillageschool.org
	Fireman	Buffalo FD	716-851-5333
	Law Enforcement	Buffalo PD	716-851-4403

Safety Protocols Quick Reference

Emergency procedures to employ in response 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 that 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****
- IF SAFE, turn off lights, cover door window(s), barricade door with furnishings or heavy objects. Leave outside window blinds/shades as they are. 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.

Eloperment

- 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 that 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 areas:

1. Lockdown (an imminent threat exists within the building)
2. Lockout (a threat exists outside the building in proximity to the building)
3. Shelter-in-Place (threat requires moving school population to a single or multiple locations within the school)
4. Hold-in-Place

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

1. Building Only Evacuation (an exterior location on school grounds)
2. Off-School Grounds Evacuation (relocation to a predetermined off-site location)
3. Early Dismissal (students released from school prior to completion of school day)

Lockdown

Internal Threat: An Imminent Threat Exists Within the Building Social Media Threat | Specific Bomb-Threat | Threat of a Weapon

- 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. 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.

Lockout

Threat Outside of the Building in Proximity to the Building

- 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.
- Continue classes 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.

Shelter-In-Place

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

- 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

- 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. All available staff are 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.

Hold-in-place will end only when the principal, administrative designee, or first responder signals that the threat has been removed.

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 of 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

- 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.
- If the office does not respond immediately to the walkie call the main office.
- One adult from the room should attempt to follow the student.
- The administration will call on the walkie or PA for anyone who has eyes on the student.
- The administration will have all administrators search designated areas for the student.
- The Administrative Assistant will watch the monitors and notify adults over the walkie if the student is spotted and their location.
- 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.
- 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.
- 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).
- Upon conclusion of the event, the school administrator will complete the Incident Reporting Form.
- 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.

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 are also included below.

Safety Drills - Example Parent Letter Prior to Lockdown

<Insert 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 - Example 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 Script

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 - Grades 5-8 Teacher Lockdown Drill 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 Script:

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:

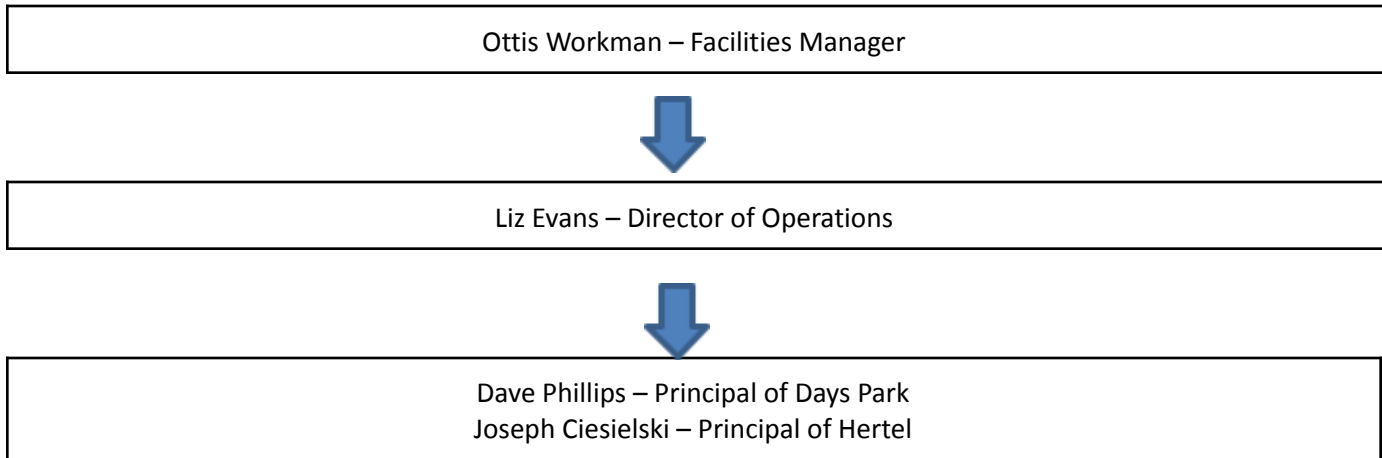
Teach students how to calm themselves by focusing on the breath [breathe in through nose, out through mouth].

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.

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.



The entire faculty (administrators and teachers) and staff (teacher assistants, and office 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 assistants, and office staff must report to the alternate location, regardless of what is reported in the media. The principal is not responsible for the facilities 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.

Pandemic Response Plan

In the event that the governor declares a public health emergency involving communicable disease, the following steps will be taken by school administration:

- Hold a Safety Team meeting for emergency preparedness
- Execute on building cleaning, sanitizing and any shutdown procedures
- Create checklist for HR to use in the event that an employee or contractor is exposed to a known case of the disease, exhibits symptoms of the disease, and/or tests positive for the disease to prevent the spread or contraction in the workplace
- Send notification to any furloughed employees
- Work with food vendor (Buffalo Public Schools) to plan meal distribution and notify families of Breakfast and Lunch meal pick up times and locations
- Communicate to families about ongoing services for students with disabilities and all other instructional requirements
- Create chromebook and school supply distribution plan for students to engage in remote instruction
- Send initial communication to families and staff outlining transition to remote learning (including chromebook loan plan, school supply distribution & family technology survey), school sanitization procedures & hygiene recommendations
- Create EVCS IT Resource Guides to provide IT support for distance learning
- Plan and hold technology & medication distribution at each campus, ensuring social distancing and any other Federal & State guidelines related to the communicable disease
- Launch Google Classrooms and any other remote learning supports

❖ *The following is a list and description of positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, as well as a justification for such consideration for each position and title. Note that per NYS Department of Health COVID-19 toolkit guidance, school staff are not essential workers.*

Essential Staff Titles	Description/Justification
<ul style="list-style-type: none"> ➤ Building Principal - Hertel ➤ Building Principal - Days Park ➤ Director of Instruction & Curriculum ➤ Director of Schools ➤ Director of Operations ➤ Assistant Principal - Hertel 	<p>The positions are EVCS district leadership who are essential in decision-making and ensuring day to day operations of the schools and district.</p>

➤ Assistant Principal - Days Park	
<ul style="list-style-type: none"> ➤ Facilities Manager ➤ Building Manager - Hertel ➤ Building Manager - Days Park ➤ Evening Custodial Staff Members 	These positions are responsible for maintaining safety, cleaning and sanitizing of both EVCS school buildings on a daily basis.
➤ IT Support Staff	These positions, which may be out-sourced to vendors, will be essential in ensuring remote instruction operations.

- ❖ *The following is a specific description of protocols EVCS will follow in order to enable all nonessential employees and contractors to telecommute:*
 - All staff have been assigned laptops or chromebooks to access instructional duties and other work duties. Cloud-storage systems have been implemented to make this transition seamless and all files accessible from any location. IT support is available via email, phone or remote screen control for staff and students. The Zultys phone app will be used by staff to access phone extensions and voicemail.
 - In the case of necessary closure of in-person school, all instruction will be moved to online delivery. All students have the option to request a device to use at home to access both synchronous and asynchronous instruction.
 - Operations staff will oversee distribution of technology, food, and supplies to students and staff, as needed. EVCS is approved to be a food 'Grab & Go' food site.
 - Policies and procedures are in place from earlier school closures. Site Safety Managers have been identified along with Reopening Task Force members who will determine ability for school to reopen, following New York State guidelines.

- ❖ *The following is a description of how the employer will stagger work shifts of essential employees and contractors to reduce overcrowding on public transportation and at worksites.*
 - Custodial staff will continue to clean & sanitize buildings regularly. Custodial staff shifts are staggered at all times and these shifts would continue through the event of school closure. Lunch times and breaks will be taken separately by each essential employee. Capacity will be listed on each room door to discourage gathering at worksites.

- ❖ *The following protocols will be implemented to procure personal protective equipment (PPE) for essential employees and contractors, based upon tasks and needs. A plan for storage of equipment and access to equipment must be included.*
 - PPE will be purchased initially in large quantities, calculated to supply each essential employee and contractor on-site 2 disposable sets of PPE per shift. Inventory will be monitored weekly for re-ordering. PPE counts will be assessed so that ordering will occur with enough time to arrive before inventory is exhausted. All PPE will be accessible in the staff lounge and/or in the main office at each campus and communicated to all essential employees.
 - In accordance to Federal & State guidance regarding face coverings, we will communicate and enforce expectations for the wearing of face coverings such as: all individuals in our school facilities and on school grounds will be expected to wear face coverings if another person unexpectedly cannot socially

distance; and for this reason, individuals must wear face coverings in all common areas. Face coverings will be required at all times, except for meals.

- The School will provide training to students, faculty, staff and families on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings.

❖ *Protocols in the event an employee or contractor is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace.*

- EVCS will follow a checklist to ensure that all steps are taken according to the particular situation. The Department of Health will be contacted for proper contact tracing.
- Each staff member must complete a health affidavit prior to coming on site which reminds staff not to arrive on campus if they display any known symptoms. Any staff with symptoms or with a known exposure is instructed to contact their supervisor and HR immediately and will be immediately sent home.
- Any necessary visitors to the building will also complete a health affidavit, including contact information, which can be used for contact tracing in the event that it is needed.
- EVCS will follow any federal and state guidelines for appropriate leave options for testing, treatment, isolation or quarantine. EVCS' sick leave policy is available for all staff at any time and Human Resources will be prepared to work with each individual employee to respond to specific needs and questions.
- The building(s) will be sanitized following any staff who has been exposed to the disease or tests positive by properly trained custodial staff. Custodial staff will use sanitizing products and electrostatic sprayers on all surfaces to ensure they are completely sanitized.
- EVCS will work with the Department of Health to notify any staff members who have been exposed to an employee who tests positive and will follow individual guidance.

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

- All employees will be clocking in and out using EVCS' time management system. Any staff that will be on-site must complete a health affidavit during any pandemic to attest that they are not showing known signs or symptoms of the present disease prior to working on-site in the buildings. Contractors will be required to complete a health affidavit including providing contact information and the locations they have visited throughout the buildings for tracking purposes. If an individual has been exposed to or has a positive test showing they have contracted the current disease, they will be required to work directly with the HR manager to share the locations that they have been in the building and any other employees they have had contact with. The HR Manager will then follow up to activate a sanitizing process and work with the Department of Health to alert any other parties necessary.

❖ *Protocol for working with the employer's locality to identify sites for emergency housing for essential employees to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.*

- Emergency Housing will not be an applicable need for any EVCS employees given a novel disease outbreak. If there are specific needs of essential staff members, they will work directly with the HR Manager to assess needs and provide solutions.

EVCS Board of Trustees

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