

**CLARENCE CENTRAL SCHOOL DISTRICT**

**DISTRICT WIDE SAFETY PLAN**

**UPDATED: 7/29/2021**

# TABLE OF CONTENTS

## INTRODUCTION

### SECTION 1000: GENERAL CONSIDERATIONS

A.	Purpose .....	1100
B.	District-Wide Safety Team Members .....	1200
C.	Concept of Operations .....	1300
D.	Plan Review and Public Comment.....	1400

### SECTION 2000: GENERAL EMERGENCY RESPONSE PLANNING

A.	Identification of Sites of Potential Emergencies .....	2100 - 2102
B.	Plans for Taking the Following Actions in Response..... to an Emergency Where Appropriate	2200 - 2240
C.	District Resources Available for Use During an ..... Emergency	2300 - 2325
D.	Descriptions of Procedures to Coordinate School..... District Resources and Manpower During Emergencies	2400 - 2410
E.	Procedures for Annual Multi-Hazard School .....	2500
F.	Procedures for the Review and Conduct of Drills..... and Other Exercises to Test the Components of the Plan	2600

### SECTION 3000: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A.	Standard Operating Procedures for Emergencies .....	3101 - 3151
B.	Policies and Procedures to Contact Parents, Guardians .....	3200 - 3210
	or Persons in Parental Relation in the Event of a Violent Incident or an Early Dismissal	

# TABLE OF CONTENTS - Continued

## SECTION 4000: COMMUNICATION WITH OTHERS

A.	Description of the Arrangements for Obtaining Assistance From Emergency Responders and Local Government Agencies	4100
B.	Article 2-B of the Executive Law	4200
C.	Non-Public School Information and Procedures to Contact	4300 - 4305

## SECTION 5000: PREVENTION AND INTERVENTION STRATEGIES

A.	Policies and Procedures Related to School Building Security	5000
B.	Policies and Procedures for the Dissemination of Informative Materials Regarding the Early Detection of Potentially Violent Behaviors	5100
C.	Appropriate Prevention and Intervention Strategies	5200
D.	Strategies for Improving Communication Between Students and Staff and Reporting Potentially Violent Incidents	5300
E.	Special Patrol Officer Agreement	5400

## APPENDICES

APPENDIX 1:	Buildings Covered By This Plan
APPENDIX 2:	Code of Conduct
APPENDIX 3:	Special Patrol Officer Agreement
APPENDIX 4:	Pandemic Influenza Plan
APPENDIX 5:	Continuity of Operations Plan

**SECTION 1000: GENERAL CONSIDERATIONS and PLANNING GUIDELINES**

A. Purpose..... 1100

B. Identification of School Teams ..... 1200

C. Concept of Operations ..... 1300

D. Plan Review and Public Comment..... 1400

## INTRODUCTION

The Safe Schools Against Violence in Education Act (SAVE) was passed by the New York State Legislature and signed into law by Governor Pataki on July 24, 2000. Project SAVE culminates the work of the Task Force on School Violence chaired by Lieutenant Governor Donohue. The Task Force consisted of a broad range of qualified people from all parts of the state including students, parents, teachers, school administrators, law enforcement experts, business leaders, mental health professionals and local elected officials. From its inception in January 1999, the Task Force sought information concerning the best school violence prevention and intervention practices in the state and the nation. Ten public hearings were held throughout the state, providing a rich array of recommendations from local communities about ways to ensure the safety of New York's students. The Task Force's final report, *Safer Schools for the 21<sup>st</sup> Century*, contained a series of recommendations intended to reduce incidents of violence in schools and strengthen schools' capacities for responding to emergencies that could affect the health and safety of children.

The New York State Board of Regents approved amendments to the Regulations of the Commissioner of Education as emergency measures in November 2000 to ensure compliance with the new legislation. The revised regulations in Section 155.17 of the Commissioner's Regulations contain the requirements for schools concerning school safety plans. A major component of SAVE is the development of school safety plans at the district and at the school building levels. At the district level, the new *District-Wide School Safety Plan* replaces the current school emergency management plan that is required for all districts. At the school building level, a newly required *School Building Emergency Response Plan* must be prepared for each school building in the state. Together, these plans are intended to provide the means for each school district and all the buildings in the district to respond to acts of violence and other disasters through prevention, intervention, emergency response, and management.

## **A. PURPOSE**

The District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Clarence Central School District Board of Education, the Superintendent of Clarence Central School District appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan.

## **B. DISTRICT-WIDE SAFETY TEAM MEMBERS**

The Clarence Central School District has created a District-Wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

District Wide Nurse Coordinator  
Director of Facilities  
Administrator/Director of Health, Physical Education & Athletics  
BOCES Safety Risk Management Coordinator  
Business Administrator  
District Medical Directors  
Director of Family Resource Center  
Senior Microcomputer Technical Support Specialist  
NYSIR (Insurance Company representative)  
Clarence Emergency Coordinator  
Willis Insurance Agent representative  
CTA representative  
CSEA representative  
CAA representative  
Transportation Department representative  
PERMA Insurance (Worker's Compensation carrier representative)  
Principals/Administrators  
Teachers  
Community Members / Parents  
Front Door Security Monitors  
S.R.O.'s

## C. CONCEPT OF OPERATIONS

- The District-Wide School Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans for each school building. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of individual Building-Level Emergency Response Plans.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Efforts may be supplemented by county and state resources through existing protocols.



## D. PLAN REVIEW AND PUBLIC COMMENT

- This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before September 1 of each year.
- Pursuant to Commissioner's Regulation 155.17(e)(3), this plan was formally adopted by the Clarence Central Board of Education in 2001 after a 30 day public comment period. While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- A copy of the District-Wide School Safety Plan and any amendments were submitted to the New York State Education Department within 30 days of adoption. Building-Level Emergency Response Plans must be filed with the State Police and local law enforcement within 30 days of adoption, but no later than October 15 each year. Beginning in the 2017-18 school year, plans must be entered in the Safe Schools application on the State Education Department Business Portal.

## **SECTION 2000: GENERAL EMERGENCY RESPONSE PLANNING**

### A. Identification of sites of potential emergency, including:

- Building Safety and Security.....2100
- Identification of Sites of Potential Emergencies Guideline .....2101
- The location of potential sites (On-Site/Offsite) .....2102

### B. Plans for taking the following actions in response to an emergency where appropriate, including but not limited to:

- Emergency closing.....2205
- Early dismissal .....2210
- Evacuation (before, during and after school .....2215  
hours, including security during evacuation and  
evacuation routes)
- Hold In Place/Shelter in Locations.....2220
- Lockdown.....2225
- Lockout .....2226
- Sheltering Sites(On Campus/Off Campus).....2230
- Agreements.....2235 - 2240

### C. The identification of district resources which may be available for use during an emergency, including the identification of personnel and other resources.

- Student/Staff Populations.....2300
- Personnel Resources .....2305 - 2310
- Communication Resources .....2315 - 2316
- Transportation Resources .....2320
- Vehicle Inventory.....2325

## **SECTION 2000: GENERAL EMERGENCY RESPONSE PLANNING - Continued**

- D. Description of procedures to coordinate the use of school district resources and manpower during emergencies, including:
- Identification of the officials authorized to .....2400  
make decisions (Chain of Command)
  - Variations of Emergencies and Chain of Command .....2401
  - Command Center Location .....2402
  - Identification of the staff members assigned to .....2403 - 2406  
provide assistance during emergencies, district,  
building level
  - Public Information/Media Notification Plan .....2410
- E. Procedures for annual multi-hazard school training for .....2500  
staff and students, including the strategies for  
implementing training related to multi-hazards
- F. Procedures for the review and conduct of drills and other .....2600  
exercises to test components of the emergency response  
plan, including the use of tabletop exercises, in coordination  
with local and county emergency responders and prepared-  
ness officials

## BUILDING SAFETY AND SECURITY

### General

- School safety assessment –a strategic evaluation and facilities audit to identify emerging and potential school safety problems, consisting of:
  - A building safety audit conducted with law enforcement, (School Safety Audit Checklist) Note: not included with this plan.
  - Ongoing Emergency Drills (evacuation, lockdown, shelter in place and hold in place drills) in accordance with NYS Education Law §§ 807
  - Annual Fire Inspections in accordance with NYS Education Law §§ 807-A
  - Building Safety Inspections conducted by NYSIR
  - Each Building and District Safety Team are trained each year by a group headed by the Town of Clarence Emergency Coordinator using the Incident Command System (ICS).

## A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES,

### GUIDELINES

When developing a specific list of potential sites for emergencies, *at the building level*, there are many variables that could serve as a catalyst or provide the environment for an emergency to take place at that site. Sites that have these variables or environment have been considered in the following list:

#### ON-SITE

- various chemical storage areas
- welding/hot work area
- indoor vehicle transportation areas
- compressed gas storage areas
- paint spray booths
- areas of student congregation
- student/teacher/administrator conference area
- swimming pool filter area
- athletic fields
- playground areas

#### OFF-SITE

- major highways (chemical transport)
- airport (flight path)
- railroad
- certain industrial sites (refineries, etc)
- creeks

This list can be used as a guideline to help assist in the development of the building level site of potential emergencies. It may not be all-inclusive.

## A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

### LOCATIONS

#### *OFF-SITE*

BUILDING	SITE	MATERIAL
Buffalo Crushed Stone	8615 Wehrle Drive, Williamsville, NY 14221	Explosives
Additional Sites	Route 5 (Main Street) & Gunville	Various vehicles transporting various hazard materials/may be a potential hazard for HS, HH and SH Elementary
Various Fuel Stations	Wilson Farms, Red Apple Sunoco Station/Clarence Center Speedway Station/Sheridan Hill	Petroleum products
Buffalo Niagara International Airport	Genesee Street, Cheektowaga	Potential "Glide Path"

**B. PLANS FOR TAKING THE FOLLOWING ACTIONS IN  
RESPONSE TO AN EMERGENCY WHERE APPROPRIATE**

## **EMERGENCY CLOSINGS**

In the event it is necessary to close school for the day due to inclement weather or other emergency reasons, announcement thereof shall be made over local radio and television stations designated by the Board of Education.

Additionally, the school's emergency alert notification system will send phone calls, texts and emails to parents and guardians. Further information on building closures and other alerts can be accessed by calling the district hotline at (716) 407-9129. Information on bus emergencies can be obtained by calling (716) 407-9098.

When school is closed, all related activities, including athletic events and student activities, will ordinarily be suspended for that day and evening.

The attendance of personnel shall be governed by their respective contracts.



## **EARLY DISMISSAL RECOMMENDATIONS**

In the event of an imminent emergency that requires specific **EARLY DISMISSAL** procedures, they are as follows:

The EARLY DISMISSAL procedure will be implemented when a situation such as heavy snow warning, etc. is imminent. This would occur at any time of the day after the children are on their way to school, or while school is in session. The district order would be given by the superintendent of the school district.

1. Contact each district's transportation department to provide for go home procedure.
  - a. Teachers and students return to homeroom.
  - b. Attendance of all students should be taken by teachers.
  - c. Names of students not accounted for should be referred to office.
  - d. Teachers and students should remain in place until directions for dismissal are given.
  - e. Good conduct and discipline standards are to be enforced.
  - f. Special considerations should be given to:
    1. Students with special needs – contact transporting agency
    2. Student drivers dismissed to go home if situation permits
    3. Day care children – notify parents to pick up children
2. Information for reason of early dismissal may be shared with teachers and students as deemed necessary.
3. Information:
  - a. Explanation of situation
  - b. What is being done
  - c. Anticipation of length of time
4. Communication with parents or media as necessary.

## **EVACUATION RECOMMENDATIONS**

In the event of an imminent emergency that requires specific **EVACUATION** procedures, they are as follows:

1. The central office, emergency coordinator or building administrator, upon realization or notification from a public official (fire chief, police officer, local or county disaster official), of a natural or man-made disaster will notify one another of the impending emergency and inform each other of the current situation.
2. Contact with local fire or police will be made by the building administrator.
3. The building administrator will inform his/her staff of the decision to evacuate and where the building population will be evacuated to.

Items to consider for evacuation:

- a. Total accountability of students and staff
- b. Students and staff with special needs
- c. Transportation – District
- d. Time of travel and length of stay – temporary
- e. Notification of parents/guardians
- f. If short term sheltering is necessary, notify the site(s) the occupants will be taken to.

NOTE: Standard fire evacuation procedures may be used.

4. Building office staff should secure pertinent resource information such as emergency cards, computer data disks with student information, etc. Teachers should carry plan book or class registers.
5. Transportation needs.
6. Students should prepare for evacuation **AS TIME PERMITS**
  - a. Coats, lunches, books
  - b. Consideration to walkers and students with cars

## **HOLD IN PLACE/SHELTER IN LOCATIONS**

### **Shelter in Place**

There are times when it is necessary to move the school population to a single or multiple location(s) in the school building. This is called a “Shelter in Place”. In most cases, a shelter in place is conducted when there is a threat of or actual weather related incident or a bomb threat.

### **Hold in Place/Shelter in Locations Objectives**

- To minimize injury death.
  - To locate and contain any device or weather damage.
  - To facilitate emergency responses.
  - To establish safe routes and designated areas.
1. The Hold/Shelter in Place procedure may be implemented in two ways:
    - a. HOLD in place:
      - Teachers and students remain in assigned rooms.
      - All students should be accounted for roll-call by teachers.
      - Names of students not accounted for should be referred to attendance officer.
      - Teachers and students should remain in place until either given further directions or released by building administrator.
      - Good conduct and discipline standards are to be enforced.
    - b. SHELTER in location(s):
      - Teachers and students will be given directions as to where to assemble.
      - Movement of students to locations should be done in a quiet, orderly fashion.
      - Students should be accounted for by roll-call by teachers.
      - Names of students not accounted for should be referred to attendance officer.

NOTE: Use central locations during non-weather emergencies or when occupants are not in danger of structural failure.
  2. Superintendent notification.
  3. Information about the situation should be shared with teachers and students as deemed fit. This should be done by best communication method.
  4. Information:
    - a. Spoken in a calm, controlled manner.
    - b. Explain the situation.
    - c. What is being done.
    - d. Anticipation of the length of time.
  5. Communications with parents or media may be necessary.
  6. Dismissal or evacuation procedures should be done in an orderly manner (if necessary).

## **LOCKDOWN**

In the event of an imminent emergency that requires specific **LOCKDOWN** procedures, they are as follows:

The lockdown procedures will be implemented when the building administrator has become aware of a situation in which students and staff should be kept in locked rooms within the school building. These procedures may be implemented as a result of an intruder in the building, hostage situation or a biological threat. Lockdown may be activated at any time of the day and will affect the entire building.

### **Lockdown-Procedures:**

- **Lockdown** will be announced by intercom, public address system, or otherwise. Do not use codes. **Call 911 and report your situation. Consider a lockout for adjacent school buildings as well.**
- **Immediately** gather students from hall ways and areas near your room into your classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- **Lock** Classroom door(s) and have students take a seated position on the floor next to the wall out of view from the door window. Stay out of sight.
- **Do Not** cover window.
- **Leave** the window blinds and lights as they are.
- **Document and Attend** to any injuries as well as possible.
- **No One** should be allowed to enter or leave a classroom or office under any circumstances.
- **Do not answer or communicate through your locked door.**
- **Do not allow anyone into your 'secured' area.**
- **Do not answer a classroom telephone.**
- **Do not respond to a Fire Alarm unless imminent signs of fire are observed. Doing so could compromise the safety of those already secured.**
- **Do Not** talk within your secured area, except only as absolutely necessary.
- **Do Not** respond to the intercom, public address system, or other announcements.
- **Take Attendance** – include additions. Missing students' last known locations should be noted. Keep this record for when you are released from the lockdown.
- **Lockdown will end ONLY when you are physically released from your room by emergency responders or other authority.\***

\*Responding law enforcement should have master key to conduct the release.

## **LOCKOUT**

A “Lockout” is the response to an actual or potential threat from outside the school building. An example of such a threat might be an escaped fugitive, custodial interference, or a disgruntled employee or spouse. Where the situation warrants, the school faculty, staff, and students are aware of – but not disrupted by such a response being activated. Consequently, the school day continues as normal except for the termination of all outside activities. In some cases, the details of a lockout do not need to be shared with the students to protect the identity of the individuals involved and minimize disruption to the school.

### **Lockout Objectives**

- To keep any threat of violence or dangerous incident out of the school building.
- To promote minimal disruption to the education process when there is a potential or actual incident outside the school building.

### **Lockout Procedures:**

- Lockout will be announced by intercom, public address system, or otherwise. Use plain language to announce the lockout.
- If a school is in lockout because they were notified by police of a local situation, there is no need to call to advise police of the lockout. However, the school should keep the police advised of any change in status to your building.
- If the school is initiating the lockout due to a situation or potential incident discovered at the school, they should advise police of your lockout and what you may be anticipating.
- Lock all exterior doors and windows.
- All outside activities are terminated.
- Entry to the building is gained only on a one-on-one basis, and only through a locked and monitored door.
- Classes otherwise continue as normal.
- Lockout is lifted when the external threat is resolved. Notification of such resolution may be through any means appropriate for the respective building.
- Upon resolution of an incident and termination of the lockout, contact police to advise them of such.

**IN THE EVENT THAT EVACUATION IS NECESSARY, THE FOLLOWING SITES WILL BE USED:**

\*Sensitive Information has been removed

**OFF-CAMPUS**

<b>EVACUATING SITE</b>	<b>APPROXIMATE # OF STUDENTS &amp; STAFF</b>	<b>RECEIVING SITE &amp; # THAT CAN BE SHELTERED HERE</b>
High School	*	*
Middle School	*	*
Clarence Center	*	*
Harris Hill	*	*
Ledgeview	*	*
Sheridan Hill	*	*

**ON-CAMPUS**

**IN THE EVENT THAT SHELTERING ON-CAMPUS IS NECESSARY, THE FOLLOWING SITES WILL BE USED:**

Every building plan addresses all available locations such as cafeterias, gyms, auditoriums and libraries when classrooms must be evacuated.

## FACILITIES AGREEMENTS

### STATEMENT

Clarence Central School has adopted agreements with state, county, and other agencies as appropriate for the use of school district building facilities and vehicles during a period of natural or man-made disaster, Facility Agreements with local public and private agencies for use of their facilities on a short term basis to house staff and students have been arranged.

Arrangements for school building facilities to be used as disaster shelters are coordinated through the Greater Buffalo Chapter, American Red Cross, Department of Emergency Services. These shelter agreements authorize their use of the building facilities for any natural or man-made disaster. The use of the building facilities is not restricted to only school district staff and students, but for any group as the need and location arises.

Notification of facility use will be made by:

1. School requesting the Red Cross to provide sheltering facilities as dictated by the emergency.
2. Local, county or state agency requested the Red Cross to provide sheltering facilities as dictated by the emergency.

The Red Cross will staff the shelter and will supply materials and food as needed. If school district supplies are drawn upon during the time of the disaster, or if the building becomes damaged as a result of use or misuse, then the Red Cross will reimburse the school district.

# Clarence Central School District

## AGREEMENT

As a response to a natural or man-made disaster,

Zion Lutheran Church

Hereby agrees that its facilities located at:

9535 Clarence Center Road

Clarence Center, New York 14032

may be used as a temporary shelter of students attending one or more schools belonging to the Clarence Central School District.

In consideration for the granting of such permission, the Clarence Central School District agrees that the following conditions shall prevail:

- a. Notification will be given prior to student arrival.
- b. Students will be supervised by district personnel.
- c. Transportation will be notified to pick up students as soon as possible at your location.

\_\_\_\_\_  
Signature

Richard Mancuso  
Clarence CSD – Business Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

William Baron – Council President

\_\_\_\_\_  
Date



## SCHOOL DISTRICT PERSONNEL

<b>TITLE</b>	<b>NAME</b>	<b>WORK</b>
<i>Superintendent:</i>	Dr. Matthew Frahm	407-9102
<i>President, Board of Education:</i>	Michael Fuchs	407-9102
<i>Business Administrator:</i>	Richard Mancuso	407-9013
<i>Vice President, Board of Education</i>	James Boglioli	407-9102
<i>Director of Facilities:</i>	Brian Logel	407-9131
<i>AHERA Designee:</i>	Richard Mancuso	407-9013
<i>Principal(s)/Bldg.:</i>	Ken Smith/High School Ashley Dreibelbis/Middle School Colleen Coggins/Clarence Center Margaret Aldrich/Harris Hill Keith Kuwik/Ledgeview Jenna Arroyo/Sheridan Hill	407-9023 407-9206 407-9150 407-9175 407-9275 407-9250
<i>Head Custodian:</i>	Jeff Nowicki	407-9134
<i>Sr. Custodians:</i>	Scott Fitzgerald/High School Joe Moronski/High School Mike Wilson/Middle School Rachel Welton/Middle School	407-9099 407-9099 407-9226 407-9226
<i>Custodians:</i>	David Stang/Ledgeview John Rumunno/Ledgeview Mike Stoness/Sheridan Hill Mark Zaidel/Harris Hill Chris Cozzarin/Harris Hill Jim Ciesielski/Harris Hill Tim Schenk/Clarence Ctr. John Mergehagen/High School Joe Moronski/ High School	970-0606 970-0606 970-0608 970-0609 970-0609 970-0607 970-0607 861-4678 861-4678
<i>Transportation Supervisor:</i>	Linda Forster	407-9500
<i>School Nurse:</i>	Barbara Ritchie/High School Lynn Forgette/High School Amy Cooke/Middle School Lynn Poitras/Clarence Ctr. Elizabeth Connolly/Harris Hill Jean Rois/Ledgeview Penny Curtis/Sheridan Hill Hana Muller/Nativity/Coordinator	407-9029 407-9184 407-9223 407-9152 407-9181 407-9280 407-9256 633-1531

*Qualified School Medical Personnel: Each building has individuals that are trained and certified in the areas of first aid, first responder, CPR and AED use.*

## COMMUNICATION RECOMMENDATIONS

### Within Buildings

1. Use of the public address system by an administrator or his/her delegate to provide information and/or direction to staff and students.
2. If unable to use electricity or public address system failure:
  - a. If there is NO time problem, an administrator or designee may walk through the building and inform faculty, staff and students of information and directions.
  - b. Use of a personnel delegate to communicate messages from chief administrator in charge to each floor and wing of the building. There should be as few persons as possible responsible to carry messages by word-of-mouth, as the more people used, the greater the chance of students and staff receiving misinformation.
  - c. The use of strategically located portable 2-way radios/cellular phones may be used throughout the building to help speed communications and relay information using fewer persons.
  - d. Communications may be made easier if students were collected in a centralized location (auditorium, gymnasium, etc.) rather than individual classrooms.

**NOTE: In case of electrical system failure, public telephones may still be operational.**

### Between Buildings

1. Public Telephone – use a designated extension or private line may be kept clear for emergency information between building administrators or their delegates.
2. Portable 2-way radios may be used for communication if buildings are within range of each other. Cellular phones are another option.
3. Better 2-way radio communication may be made by use of a school bus or other school district vehicle operating on the same frequency.

### *RECOMMENDATIONS:*

1. Each school should have at least two dependable portable radios/cellular phones which have a battery back-up system with extra batteries that may be used in an emergency.
2. Each school should have at least one dependable scanner which can be programmed to emergency information frequencies (weather, police, fire). This scanner should have a battery back-up system with extra batteries.
3. Each school district should have access to a minimum of two (2) cellular phones.

## **PUPIL TRANSPORTATION**

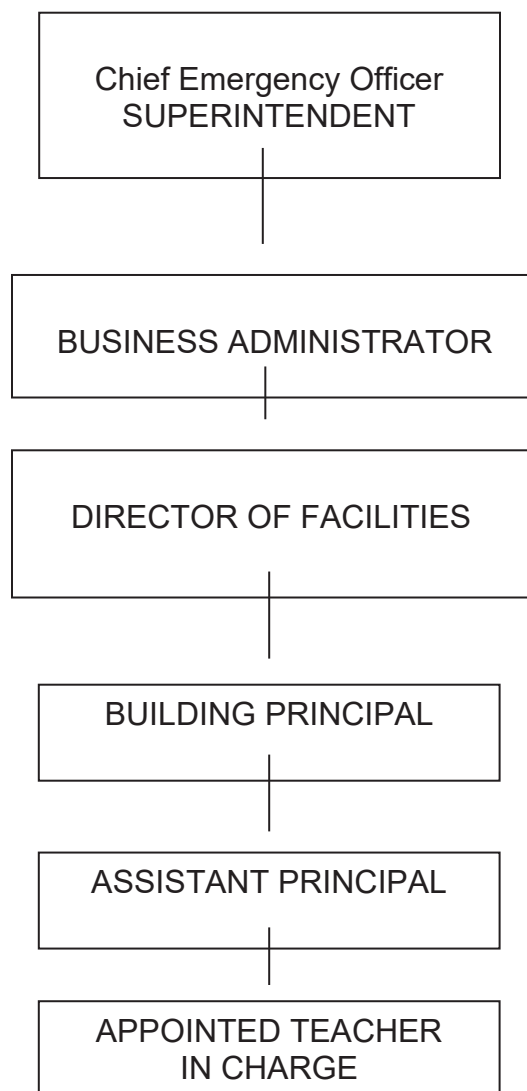
### ***Buses***

**Sensitive Information has been removed**

**VEHICLE INVENTORY**  
**Provided by Director of Facilities**

**Sensitive Information has been removed**

## D. CHAIN OF COMMAND



## VARIATIONS OF EMERGENCIES AND CHAIN OF COMMAND

There are three variations of emergencies which may present themselves to a school district:

1. Emergency situation within the school district is managed by the Superintendent, unless authority is shifted to the District Emergency Coordinator.

In this situation, the Superintendent or Emergency Coordinator is in control, and makes their own decisions to remediate the situation.

2. Emergency incident within the school district which requires the assistance of an outside agency.

When the Fire Department is called by the school district, then the fire chief or ranking officer is in charge. The school district planning committee should then act as a resource and coordinating agency within the school district.

When a law enforcement agency is called by the school district, the building administrator remains in charge. However, the law enforcement agency's recommendations should be fully complied with.

3. Emergency incident at local, county, state or national level where notification of the school district of the emergency is done from outside sources.

In the event of a large scale emergency, the outside coordinating agency (most likely the county) will be in charge and again the school district emergency coordinator and planning committee will act as a resource and coordinating agency within the school district.

## **SCHOOL DISTRICT EMERGENCY COMMAND/RESOURCE CENTER**

*Primary Location:*

District Office  
9625 Main Street  
Clarence, NY 14031

*First Alternate Location:*

Buildings & Grounds Building  
Behind High School  
9625 Main Street  
Clarence, NY 14031

*Second Alternate Location:*

Clarence Middle School  
10150 Greiner Road  
Clarence, NY 14031

## DUTIES OF DISTRICT-WIDE INCIDENT COMMAND AND OPERATIONS STAFF

<b>Incident Commander (IC)/Chief Emergency Officer</b> <i>(Superintendent)</i>	Develop Incident Action Plan (IAP). Has overall responsibility at the incident or event. Sets objectives and priorities based on agency direction.
<b>Deputy Incident Commander</b> <i>(Business Administrator)</i>	Supports the Incident Commander in any capacity needed. For long term or large scale incidents, may act as Incident Commander during break periods/ rest periods.
<b>Public Information Officer (PIO)</b> <i>(Superintendent/Designee)</i>	Is the primary point of contact during an incident. Will work in conjunction with law enforcement and emergency services and public information officer at press briefings. <b>ALL</b> media contact will be through this individual.
<b>Liaison Officer</b> <i>(Director of Facilities, Building Principal)</i>	Will be the agency representative with outside agencies responding to the emergency event. Keeps Incident Commander informed of situation status.
<b>Operations Officer</b> <i>(Building Principal, Director of Facilities)</i>	Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).
<b>Logistics Officer</b> <i>(Director of Facilities, Building Principal)</i>	Provides resources and all other services needed to support the incident.
<b>Planning Officer</b> <i>(Superintendent/Designee)</i>	Develops the Incident Action Plan to accomplish the objectives. Collects and evaluates information, maintains status of assigned resources.
<b>Finance/Administration</b> <i>(Business Official)</i>	Monitors costs related to the incident/event. Provides accounting, procurement, time recording, cost analysis and overall fiscal guidance for the incident/event.



## BUILDING LEVEL RESPONSE TEAM ROLES DEFINED

<b>Primary Operations Administrator</b>	Building Principal/Designee
<b>Communications Liaison</b>	Send and receive messages to and from outside personnel as needed by principal and other listed coordinators.
<b>Emergency Services Liaison</b>	Meet and coordinate first aid and other medical services.
<b>Evacuation Site Coordinator</b>	Sending site coordinator who will prepare to release the students to the new location and oversee the operations on this site until the main site is closed down and the Primary Operations Administrator arrives at the alternate site location.
<b>Parent/Guardian Liaison</b>	Handles all communications with parents and oversee the release of students after all attendance procedures are completed at the alternate site.
<b>Site Management Attendance Coordinator</b>	Assists in the attendance accounting for all students and adults at the alternate site before the release of any students. He/she will be assisted by the attendance personnel when they arrive from the primary site.
<b>Transportation Coordinator(s)</b>	Will receive and direct the buses when they enter the primary site to remove the students to the alternate site. The bus numbers and designations will be communicated to the primary site office or its alternate location for announcement to the teachers for dismissal and loading.
<b>Mechanical Services Liaison</b>	Assists the emergency services personnel locate key information and gain access to all parts of the primary site. He/she will secure the site after all intended personnel are relocated off the primary site.
<b>Off-Site Emergency Coordinator(s)</b>	Arrive at the alternate site before the arrival of the students and prepare the site for their arrival. Identify key areas which need to be opened and made ready. Make provisions for the other key personnel who will assist in the accounting and communication duties required to care for and later release the students to their parents. They will remain in charge of the alternate site until the arrival of the Primary Operations Administrator or the Evacuation Site Coordinator at which time they will support these personnel in their duties.

<b>Other Personnel</b>	Will assist in the accounting process and maintenance of order.
------------------------	---

## **PUBLIC INFORMATION/ MEDIA NOTIFICATION PLAN**

As media personnel arrive to cover a story, they should be directed to a media staging/reception area and should not be allowed to interview students without expressed permission.

### **Media Site Selection**

Several factors should be considered when selecting a site to which the media can go and from which information will be dispensed:

Physical Space:	Select a room or area that will accommodate a media conference attended by several news agencies and school support staff.
Containment:	Ensure the site does not permit access by the media to the Command Post or student population.
Necessary Accommodations:	Choose a location that permits direct access to rest rooms and telephones and has sufficient electrical outlets and space for equipment.

### **Dissemination of Information**

The Superintendent of Schools, or designee, will act as the Public Information Officer (P.I.O.) or Media Coordinator to work with the media during a crisis. The individual assigned this duty assumes responsibility for organizing the details.

During the crisis the Public Information Officer, P.I.O./Media Coordinator should greet reporters, direct them to the media staging area where they will be provided a news conference or press release.

### **Recommended Policy**

The School District Superintendent will assign the P.I.O. or Media Coordinator for the district.

If there is a police or emergency service presence, release of information will be coordinated with the information officers from those agencies.

The P.I.O. for police, emergency services, and the school district will act as liaison to the media and coordinate press conferences and media deadlines.

Confidentiality and privacy issues regarding the identity of juveniles, staff members, and their involvement in a particular situation must be monitored very closely to prevent unauthorized disclosure of information.

The school district, police, and emergency services have an obligation to keep the media aware of significant developments as long as the investigation, actions, and/or locations are not compromised or parents/spouses are not unnecessarily alarmed.

Announcing to the media that only one person will be releasing information usually will prevent attempts to obtain information by circumventing the authorized channels.

If an arrest results from the situation, the police agency should coordinate this announcement through the school district spokesman and school superintendent so necessary steps can be taken by the school to prepare the faculty, students, and parents.

### **Tips for the P.I.O.**

Ensure all media inquiries are routed to one person or office.

Prepare an official statement about the crisis and action being taken. Include information to answer the basic who, what, when, where, why, and how questions.

Do not reveal names of students or employees involved in the incident, without prior approval from the responding police, emergency services, and the school's legal department.

When responding to the media, use the prepared official statement as your guide.

Distribute the prepared statements to teachers, staff, and students, and ensure that they are given accurate and consistent information.

## **P.I.O. Guidelines**

Be brief.

Avoid providing superfluous information or using professional jargon.

Do not appear to be concerned mainly about the schools reputation.

Anticipate questions, especially on potentially controversial issues.

Keep calm. Show sensitivity to the seriousness of the matter, but do not overreact.

Answer one question at a time and answer only the question that is asked.

Do not treat anything as “off the record.”

As official spokesperson, do not hesitate to say, “I don’t know” or “I will have to get back to you.”

Do not reply “no comment.” This infers that information is being withheld.

Ignore abrasive comments made by reporters and maintain a professional attitude.

Provide updates to the media as events unfold, even after the initial crisis is handled.

Remember to follow up when information is available; bear in mind that the public has a right to know and understand what has happened.

## **E. PROCEDURES FOR ANNUAL MULTI-HAZARD SCHOOL TRAINING FOR STAFF AND STUDENTS**

The Clarence Central School District will ensure that Annual Multi-Hazard Training is made available to staff and students. The annual submission to NYSED of the school district's PDP (Professional Development Plan) will include allocated training blocks for anti-violence and multi-hazard training. Students and staff members will receive written information at the beginning of the regular school year summarizing the schools basic hazard plans and the availability of additional information and participation for those who desire. The Clarence Central School District will work cooperatively with emergency management and law enforcement officials to ensure training is effective and appropriate, as well as consistent with local municipal disaster plans.

Additional examples of training or awareness refreshers that may be performed include:

- Evacuation Procedures
- Hold In Place/Sheltering Procedures
- Lockdown Procedures
- Lockout Procedures
- Medical/AED Emergencies Refreshers
- Emergency Response Team Instruction or Rehearsal
- Communication Training & Validation
- Transportation Emergencies
- Public Information Scenarios
- Early Dismissals/Non-Scheduled Parental Release
- Reviewing the Roles & Responsibilities of the Emergency Chain of Command Implementation

## **F. PROCEDURES FOR THE REVIEW AND CONDUCT OF DRILLS AND OTHER EXERCISES TO TEST THE COMPONENTS OF THE PLAN.**

The Clarence Central School District, in coordination with local and county emergency responders, will conduct and review drills that are components of the Comprehensive District Wide Multi-Hazard Plan. The Clarence Central School District will annually prioritize and schedule drills in conjunction with local and county officials. At the completion of any scheduled drill, the Clarence Central School District and local and county emergency responders will conduct an after action review of the sequence of events, and will update the Multi-Hazard Plan to reflect lessons learned.

After Action Reviews (AAR) should include perspectives from representatives of all exercise participants, with emphasis on community responders and subject matter experts. A properly conducted AAR will seek to document three important aspects of the event/training. The three aspects should include:

1. What went well? Positive reflections of the good things that happened (things to reinforce).
2. What needs improvement? Reflections upon the things that will require additional improvement and practice.
3. Identify the important issues or key aspects of any given event or drill. Individuals should be encouraged to offer a potential course of action when identifying deficiencies.

Events that should be reviewed for lessons learned may include:

- Evacuation / Fire Drills
- Sheltering Drills
- Lockdown Drills
- Lockout Drills
- Medical / AED Emergencies Refreshers
- Emergency Response Team Instruction or Rehearsal
- Communication Checks / Validation
- Transportation Emergencies
- Public Information Releases (Actual or Notional)
- Early Dismissals / Non-scheduled Parental Releases
- Any event that requires the deployment of local emergency response personnel (i.e. Fire Alarm, Ambulance Call, Arrest on Campus).

## SECTION 3000:      **RESPONDING TO THREATS AND ACTS OF VIOLENCE**

A. Identification of appropriate responses to emergencies,  
including protocols for responding to:

### **Building Related**

• Emergency Utility Shut-Offs .....	3101
• Loss of Power .....	3102
• Natural Gas Leak .....	3103
• Heating System Failure .....	3104
• Loss of Building .....	3105
• Sewage System Failure .....	3106
• Water System Failure .....	3107

### **Natural Disasters**

• Storm-Snow/Ice .....	3120
• Storm-Thunder/Lightning .....	3121
• Tornado .....	3122
• Take Cover Plan .....	3122
• Earthquake .....	3123
• Flood .....	3124

### **Environmental**

• Airborne Gases .....	3130
• Asbestos Fiber Release Episode .....	3131
• Asbestos Response Team .....	3131
• Explosion .....	3132
• Oil/Gasoline/Hazardous Material .....	3133
• Fire .....	3134
• Carbon Monoxide Release .....	3135

### **Civil Disturbances**

• Bomb Threat .....	3140
• Biological Release Threat (Telephone) .....	3141
• Telephone Threat Form .....	3142
• Biological Release Threat (Letter/Package) .....	3143
• Hostage .....	3144
• Intruder .....	3146
• Threats of Violence .....	3147
• Acts of Violence .....	3148
• NYS Police Threat Assessment Model (2007) .....	3149



## SECTION 3000:      **RESPONDING TO THREATS AND ACTS OF VIOLENCE - CONTINUED**

### **Medical Emergencies/Mental Health Response**

- General Guidelines for Medical Emergencies/Mental Health Response .....3150
- School Bus Accident and/or Fire .....3151

### B. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

- Parent(s)/Spouse(s) Notification and.....3200  
  Reception Center Plan
- Threats of Violence: Notification Memo.....3205  
  To Parent(s)/Guardian(s)
- Emergency Closing .....3210
- Delayed Plan.....3210
- Early Dismissal Plan .....3210

## EMERGENCY UTILITY SHUT-OFFS

**\*Sensitive information has been removed**

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

<b>HIGH SCHOOL</b>	
<b><u>LOCATION OF SHUT OFF</u></b>	
<b>NATURAL GAS:</b>	*
<b>ELECTRIC:</b>	*
<b>WATER:</b>	*
<b>AIR HANDLING UNIT:</b>	*
<b>NOTE:</b>	

## EMERGENCY UTILITY SHUT-OFFS

\*Sensitive information has been removed

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

<b>MIDDLE SCHOOL</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b><i>NATURAL GAS:</i></b>	*
<b><i>ELECTRIC:</i></b>	*
<b><i>WATER:</i></b>	*
<b><i>AIR HANDLING UNIT:</i></b>	*
<b>NOTE:</b>	

## EMERGENCY UTILITY SHUT-OFFS

\*Sensitive information has been removed

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

<b>CLARENCE CENTER SCHOOL</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b><i>NATURAL GAS:</i></b>	*
<b><i>ELECTRIC:</i></b>	*
<b><i>WATER:</i></b>	*
<b><i>AIR HANDLING UNIT:</i></b>	*
<b>NOTE:</b>	

## EMERGENCY UTILITY SHUT-OFFS

\*Sensitive information has been removed

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

<b>HARRIS HILL SCHOOL</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b><i>NATURAL GAS:</i></b>	*
<b><i>ELECTRIC:</i></b>	*
<b><i>WATER:</i></b>	*
<b><i>AIR HANDLING UNIT:</i></b>	*
<b>NOTE:</b>	

## EMERGENCY UTILITY SHUT-OFFS

\*Sensitive information has been removed

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

<b>SHERIDAN HILL SCHOOL</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b><i>NATURAL GAS:</i></b>	*
<b><i>ELECTRIC:</i></b>	*
<b><i>WATER:</i></b>	*
<b><i>AIR HANDLING UNIT:</i></b>	*
<b>NOTE:</b>	

## EMERGENCY UTILITY SHUT-OFFS

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

<b>LEDGEVIEW SCHOOL</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b>NATURAL GAS:</b>	*
<b>ELECTRIC:</b>	*
<b>WATER:</b>	*
<b>AIR HANDLING UNIT:</b>	*
<b>NOTE:</b>	

Response Action:Person(s) Responsible

- |   |                                 |
|---|---------------------------------|
| 1. Upon discovery or detection of an electrical system failure: <ul style="list-style-type: none"> <li>a. Sound fire alarm if there is any question as to the safety of the building occupants</li> <li>b. Notify head of Building Maintenance</li> <li>c. Notify Supt. of Buildings &amp; Grounds or Director of Facilities</li> </ul> | 1. First person on the scene.   |
| 2. Notify Building Administrator  | 2. Head of Building Maintenance |
| 3. Evaluate problem insofar as possible   | 3. Director of Facilities       |
| 4. Notify Superintendent  | 4. Building Administrator       |
| 5. Curtail or cease building operations, as appropriate: <ul style="list-style-type: none"> <li>a. Hold at School</li> <li>b. Early Dismissal</li> <li>c. Evacuate</li> <li>d. Resume Normal Activity</li> <li>e. Make proper notifications</li> </ul>  | 5. Building Administrator       |
| 6. Evaluate problem and commence appropriate <u>remedial</u> action   | 6. Director of Facilities       |
| 7. Termination of Contingency:<br>Notify staff, parents and students  | 7. Superintendent               |

Comments:

---



---



Response Action:Person(s) Responsible

- |   |                                 |
|---|---------------------------------|
| 1. Upon discovery or detection of a gas leak notify Head of Building Maintenance  | 1. First person on the scene    |
| 2. Evaluate the problem insofar as possible shut off gas supply if prudent and wise   | 2. Head of Building Maintenance |
| 4. Director of Facilities   | 3. Head of Building Maintenance |
| 4. Notify Building Administrator  | 4. Director of Facilities       |
| 5. Notify Superintendent  | 5. Building Administrator       |
| 6. Curtail or cease building operations as appropriate:<br>a. Shelter at School<br>b. Early Dismissal<br>c. Evacuate<br>d. Resume Normal Activity<br>e. Make proper notifications | 6. Building Administrator       |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action   | 7. Director of Facilities       |
| 8. Termination of Contingency:<br>Notify staff, parents and students  | 8. Superintendent               |

## Comments:

---

---

Response ActionPerson(s) Responsible:

- |   |   |
|---|---|
| 1. Upon discovery or detection of heating system failure notify Head of Building Maintenance  | 1. First on scene                                   |
| 2. Notify Supt. of Buildings & Grounds or Director of Facilities  | 2. Head of Building Maintenance                     |
| 3. Notify Building Administrator  | 3. Director of Facilities                           |
| 4. Evaluate problem insofar as possible   | 4. Director of Facilities or Building Administrator |
| 5. Notify Superintendent  | 5. Building Administrator                           |
| 6. Curtail or cease building operations as appropriate:<br>a. Shelter at School<br>b. Early Dismissal<br>c. Evacuate<br>d. Resume Normal Activity<br>e. Make proper notifications | 6. Building Administrator                           |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action   | 7. Director of Facilities                           |
| 8. Termination of Contingency: Notify staff, parents and students   | 8. Superintendent                                   |

Comments:

---

---

---

Response Action:Person(s) Responsible:

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Relocate Education Program(s) displaced by an emergency which renders all or parts of a building unusable for school</li> <li>2. Establish remedial response, as appropriate for the day incident occurred             <ol style="list-style-type: none"> <li>a. Hold at School</li> <li>b. Early Dismissal</li> <li>c. Evacuate</li> <li>d. Resume normal activity</li> </ol> </li> <li>3. Revise pupil transportation system as necessary</li> <li>4. Notify school districts of any changes</li> <li>5. Notify staff, parents, and students</li> <li>6. <u>Recovery</u> <ol style="list-style-type: none"> <li>a. Assess damage, cause, effect, remediation</li> <li>b. Cleanup; following insurance company concurrence</li> <li>c. Ascertain insurance settlement, if any</li> <li>d. Develop architectural/engineering solutions as needed</li> <li>e. Develop instructions to contractors - plans and specifications; bid procedures; if not a formally declared emergency</li> <li>f. Progress with work in accordance with procedures for any public capital project.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Building Administrator, Superintendent</li> <li>2. Building Administrator Superintendent</li> <li>3. Superintendent, Building Administrator, Transportation Supervisor</li> <li>4. Superintendent</li> <li>5. Superintendent</li> <li>6. Board of Education Superintendent; Director of Facilities; Business Administrator</li> </ol> |
|---|---|

Comments:

---



---



---

Response Action:Person(s) Responsible:

- |  |  |
|--|--|
| 1. Upon discovery or detection of a sewer system failure, notify the Head of Building Maintenance  | 1. First at scene  |
| 2. Notify Director of Facilities   | 2. Head of Building Maintenance  |
| 3. Evaluate problem insofar as possible  | 3. Head of Building Maintenance,<br>Director of Facilities                                     |
| 4. Notify Building Administrator   | 4. Director of Facilities  |
| 5. Notify Superintendent   | 5. Building Administrator  |
| 6. Curtail or cease building operations, as appropriate:<br>a. Shelter at School<br>b. Early Dismissal<br>c. Evacuate<br>d. Resume normal activity<br>e. Make proper notifications | 6. Building Administrator  |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action  | 7. Director of Facilities,<br>Superintendent,<br>Board of Education, Business<br>Administrator |
| 8. Termination of Emergency<br>a. Notify staff, parents and students<br>b. Resume building operation   | 8. Superintendent  |

Comments:  

---

---

Response Action:

Person(s) Responsible:

- |  |   |
|--|---|
| 1. Upon discovery or detection of water failure notify Head of Building Maintenance  | 1. First on scene   |
| 2. Director of Facilities  | 2. Head of Building Maintenance                           |
| 3. Evaluate problem insofar as possible. Commence established remedial response  | 3. Director of Facilities<br>Head of Building Maintenance |
| 4. Notify Building Administrator   | 4. Director of Facilities                                 |
| 5. Notify Superintendent   | 5. Building Administrator                                 |
| 6. Curtail or cease building operations, as appropriate:<br>a. Shelter at School<br>b. Early Dismissal<br>c. Evacuate<br>d. Resume normal activity | 6. Superintendent   |
| 7. Termination of Contingency<br>a. Notify staff, parents and students<br>b. Resume building operation   | 7. Superintendent   |

Comments:

---

---

---

Response Action:

Person(s) Responsible:

1. Monitor weather and road conditions

1. Superintendent

2. Close schools if conditions deteriorate.

2. Superintendent

3. Institute Go Home Plan

3. Superintendent

4. Notify parents via media and district's calling system

4. Superintendent

Comments:

---

---

---

Response Action:

Person(s) Responsible:

1. Monitor the closeness and intensity of the storm

1. Building Administrator

2. Curtail all outdoor activities if conditions warrant

2. Building Administrator

3. Summon all persons into building(s)

3. Building Administrator; teachers

4. Termination of contingency

4. Building Administrator

Comments:

---

---

---

Response Action:

Person(s) Responsible:

- |   |   |
|---|---|
| 1. Monitor any weather bureau tornado watch/warning   | 1. Building Administrator, Superintendent |
| 2. If tornado is imminent, curtail all outdoor activities   | 2. Building Administrators                |
| 3. Summon all persons into building(s)  | 3. Building Administrators                |
| 4. If tornado is sighted in vicinity of school, institute "Take Cover" plan.  | 4. Building Administrators; teachers      |
| 5. Termination of contingency   | 5. Building Administrator                 |
| 6. Recovery: if building is damaged, refer to contingency plans for a system failure  | 6. Superintendent                         |
| 7. Curtail or cease building operations as appropriate:<br>a. Shelter at School<br>b. Early Dismissal<br>c. Evacuate<br>d. Resume normal activity | 7. Superintendent                         |

Comments:

---

---

---



1. In the event of imminent danger due to a natural or man made disaster, the facility will be notified by phone or intercom. Staff and students will be notified to take cover.
2. Staff and students should be directed to the designated shelter areas. These could include: basements and hallways on the ground floor that are not parallel to the tornados path, which is usually from the southwest.
3. **Never** use gymnasium, auditorium, or other rooms with wide, free-span roofs.
4. Teachers and students **should know** their designated shelter areas.
5. Children in school rooms of weak construction, such as portable or temporary classrooms, should be escorted to sturdier buildings or to predetermined ditches, culverts, or ravines.
6. When staff and students are assembled in school basements, interior hallways or ditches, culverts or ravines they should assume the proper position. This position is everybody down; crouch on elbows and knees; and hands over back of head.
7. School Bus Drivers should be instructed to use the procedures stated in #5 and #6. If their bus is caught in the open and a tornado is approaching. They should be far enough away so the bus does not topple on them.

Response Action:

Person(s) Responsible:

- |  |   |
|--|---|
| 1. Follow directions of county emergency announcements made on local radio.                                | 1. Superintendent                         |
| 2. Provide for the safety of staff and students. Activate shelter plan and recommendations for earthquake. | 2. Superintendent; Building Administrator |
| 3. Notify other school districts of pending problems and actions to be taken                               | 3. Director of Facilities                 |
| 4. Notify parents via media and District's calling system  | 4. Superintendent                         |

Comments:

---

---

---

Response Action:

Person(s) Responsible:

1. Monitor weather and road conditions, contact local disaster coordinator

1. Superintendent

2. Curtail or cease building operations, as appropriate:  
a. Early Dismissal  
b. Shelter at School  
c. Evacuate  
d. Resume normal activity

2. Superintendent

3. Notify parents via media and district's calling system

3. Superintendent

Comments:

---

---

---

Response Action:

Person(s) Responsible:

1. Notify Building Administrator
2. Notify 911 (Local Fire Department)
3. Implement Evacuation Plan.  
Direction of evacuation depending  
on wind direction.
4. Notify Superintendent

1. First person on the scene
2. Building Administrator
3. Building Administrator, Fire  
Department
4. Building Administrator

Comments:

---

---

---

Response Action:Person(s) Responsible:

- |   |                           |
|---|---------------------------|
| 1. Remove occupants from room, area, wing immediately. Isolate the area as soon as possible.  | 1. First person on scene  |
| 2. Notify Building Administrator<br>Notify Head of Building Maintenance and Supt. of Buildings & Grounds  | 2. First person on scene  |
| 3. Notify school district AHERA designee  | 3. Building Administrator |
| 4. Shut down or modify air handling unit to restrict air movement.  | 4. Building Maintenance   |
| 5. Contact Asbestos Response Team<br>(see next page)  | 5. AHERA Designee         |
| 6. Lock and secure room in closed condition.  | 6. AHERA Designee         |
| 7. If possible, duct tape perimeter of door   | 7. AHERA Designee         |
| 8. Post signs to prevent entry by unauthorized persons, if needed   | 8. AHERA Designee         |
| 9. Curtail or cease building operations, as appropriate<br>a. Evacuate<br>b. Early Dismissal  | 9. Building Administrator |
| 10. Contact Erie 1 BOCES Safety Risk Management for assistance in coordinating air sampling (TEM)   | 10. AHERA Designee        |
| 11. After receiving sampling results, determine if there was a fiber migration throughout the building. If air sampling shows a migration, plan strategy. If no fiber migration took place, resume normal activity for next day.<br><b>Maintain security of the release area.</b> | 11. Superintendent        |
| 12. Make proper notifications.  | 12. Superintendent        |

Comments:

AHERA Designee

Name: Brian Logel

Phone Number - Work: 407-9131

Accredited Handlers

Brian Logel, Supervisor  
Joseph Moronski, Handler  
Timothy Ryan, Handler

Equipment Location:

Buildings & Grounds Building

Response Action:Person(s) Responsible:

- |  |                           |
|--|---------------------------|
| 1. Upon occurrence of an explosion in a building:<br>a. Activate fire alarm<br>b. If fire alarm is inoperative notify Building Administrator by runner | 1. First person on scene  |
| 2. Curtail or cease building operations:<br>a. Evacuate<br>b. Sheltering   | 2. Building Administrator |
| 3. Summon fire department  | 3. Building Administrator |
| 4. Notify Superintendent   | 4. Building Administrator |
| 5. Upon their arrival, advise fire department of the situation and follow their instructions   | 5. Building Administrator |
| 6. Termination of Emergency  | 6. Fire department        |
| 7. Resume, curtail or cease building operation, as appropriate   | 7. Superintendent         |
| 8. Make proper notifications   | 8. Superintendent         |

Comments:

---

---

---

Response Action:Person(s) Responsible:

- |   |                           |
|---|---------------------------|
| 1. Upon the discovery or detection of an oil/gasoline spill on school property:<br>a. Notify Director of Facilities<br>b. Notify Building Administrator | 1. First person on scene  |
| 2. Evaluate the problem insofar as possible<br>a. Stop source of spill if possible<br>b. Commence established remedial response                         | 2. Director of Facilities |
| 3. Notify the local fire department and follow their instructions   | 3. Director of Facilities |
| 4. Within 2 hours of discovery of leak or spill the DEC <u>must</u> be contacted<br>DEC Hotline: 1-800-457-7362   | 4. Director of Facilities |
| 5. Notify Superintendent  | 5. Building Administrator |
| 6. Contact Erie 1 BOCES, Safety Risk, if necessary  | 6. Superintendent         |
| 7. Curtail or cease building operation, as appropriate:<br>a. Early Dismissal<br>b. Evacuate<br>c. Resume normal activity                               | 7. Superintendent         |
| 8. Make proper notifications  | 8. Superintendent         |

Comments:

---

---

---



Response Action:

Person(s) Responsible:

- |  |   |
|--|---|
| 1. Upon discovery or detection of smoke or fire or evidence thereof sound fire alarm immediately | 1. First person(s) on scene               |
| 2. Evacuate the building   | 2. Building Administrator                 |
| 3. Summon Fire Department Administrator/Designee   | 3. Building                               |
| 4. Upon arrival, advise Fire Department of the situation and follow their instructions           | 4. Building Administrator                 |
| 5. Notify Superintendent   | 5. Building Administrator                 |
| 6. Termination of emergency  | 6. Fire Department                        |
| 7. Resume, curtail or cease building operation, as appropriate                                   | 7. Superintendent                         |
| a. Evacuate  |   |
| b. Early Dismissal   |   |
| c. Resume normal activity  |   |
| 8. Make proper notifications   | 8. Superintendent, Building Administrator |

Comments:

---

---

---

**CARBON MONOXIDE RELEASE****CARBON MONOXIDE DETECTOR ALARM****RESOURCES****Call 911 for all emergencies**

<b>SCHOOL DISTRICT</b>	<b>COMMUNITY</b>
<ul style="list-style-type: none"> <li>■ Building Evacuation Plan</li> <li>■ Community Notification Plan</li> <li>■ Media Plan</li> <li>■ School Cancellation Plan</li> <li>■ Alternative Sheltering Plan</li> </ul>	<ul style="list-style-type: none"> <li>■ Local Fire Department(s)</li> <li>■ Gas Supplier –National Fuel</li> <li>■ Town Emergency Coordinator</li> <li>■ Erie County Health Department</li> </ul>

<b>RESPONSE ACTION GUIDELINES</b>	<b>AUTHORITY</b>
1. Upon hearing a CO detector alarm, notify the Building Principal	School Staff
1A. Principal notifies Director of Facilities/Maintenance	Principal
2. Principal activates the building incident command team and establishes a command post. D of F reports alarm level to principal	Incident Commander (Principal or designee)
3. *Evacuate the building or relocate affected section(s) of the building to alternate areas of the building not affected by the alarm according to CO levels. Do not use the fire alarm system for evacuation notification. Use the PA system to provide instruction to staff and students.	Incident Commander (Principal & team determine response - evacuate or relocate)
4. Relocate the command post outdoors if evacuating	Incident Commander
5. In consultation with fire or utility personnel, determine whether to implement the School Cancellation Plan.	Liaison Officer Incident Commander
6. Implement Community Notification and Media Plan if necessary.	Public Information Officer
7. Activate Aftermath and Recovery Plan and resume normal operations when it is safe to do so.	Superintendent

**\*CO DETECTOR POTENTIAL EXPOSURE LEVELS**

An **ALERT- 4 RED LED FLASHES/minute-** indicates the presence of CO at a 10ppm level – mute device and check area for potential sources

A **LOW LEVEL ALARM- 4 BEEPS/FLASHING RED LED per minute-** indicates a CO level at a 15ppm level –mute device and check area for potential sources

A **MIDLEVEL ALARM – 4 BEEPS/FLASHING RED LED PER 5 SECONDS** -indicates a CO level of 25-50ppm (device can be muted for 5 minutes) -**EVACUATE AREA AND RELOCATE, CALL 911**

A **HIGHLEVEL ALARM – 4 BEEPS/FLASHING LED** (device cannot be muted) -indicates a CO level of 100-150-ppm or higher (device cannot be muted) -**EVACUATE BUILDING, CALL 911**

## **BOMB THREAT GUIDELINES**

### **General**

- A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received.
- The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.
- Two alternatives to evacuation are *compartmentalization* and *pre-clearance*.
  - Compartmentalization relies on students remaining in their present locations while school administration and authorities assess and investigate the threat. Variations of compartmentalization – such as moving certain segments of the school population based upon new or developing information – can also be utilized in an effective response.
  - Pre-clearance relies on anticipating a threat, and conducting pre-clearance and security screening. (see page 3).

### **Receiving Bomb Threats**

#### **Written Threats**

- Contact Police (911)
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- Handling of written bomb threat should be kept to an absolute minimum, since it may be used as evidence in a criminal investigation.
- Fingerprints may be taken from the note to help determine its source.
- A threat written on a bathroom wall, mirror, or stall should not be removed until it is viewed or documented (photographed) by law enforcement.

#### **Telephone or Other Verbal Threats**

- Contact Police (911)
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- The **NYSP Bomb Threat Instruction Card** should be placed next to telephones that are most likely to receive such calls.
- The bomb threat caller is the best source of information about a possible bomb.
- It is desirable that more than one person listens in on the call.
- Persons likely to receive a threatening call (switchboard) should receive special training and have a list of emergency agency telephone numbers available, as well as the telephone numbers of school officials to be immediately contacted.

## **BOMB THREAT GUIDELINES (Con't.)**

- If possible, the telephone threat should be taped.
- Caller identification or other types of tracing devices should be considered.

Information to be asked of the caller includes:

- Where is the bomb located?
  - When will the bomb go off?
  - What does the bomb look like?
  - What kind of explosive is involved?
  - Why was the bomb placed?
  - What is your name? (The caller may be caught off guard and give you his or her name).
- Also note: time of call; language used by caller; gender; approximate age; speech characteristic (slow, fast, soft, disguised, intoxicated); noticeable background noise (music, motors running, street traffic).

### **Suspicious Packages**

- Contact Police (911).
- Anyone receiving a suspicious package must immediately notify the school building administrator.
- Mail bombs can be contained in letters, books, and parcels of varying sizes, shapes, and colors.
- Letter bombs may feel rigid, appear uneven or lopsided, or are bulkier than normal.
- The container is irregularly shaped, asymmetrical, and has soft spots and bulges.
- There may be oil stains on the wrapper. The wrapper may emit a peculiar odor.
- The package may be unprofessionally wrapped and be endorsed with phrases such as "Fragile – Handle with Care," "Rush – Do Not Delay," "To Be Opened in the Privacy of\_\_\_\_," "Prize Enclosed," or "Your Lucky Day is Here."
- There may be cut and paste lettering on the address label.
- The package may have not postage or non-cancelled postage.
- The package may exhibit protruding wires, foil, string, or tape.
- The package may emit a buzzing or ticking noise.
- A suspect letter or package may arrive immediately before or after a telephone call from an unknown person asking if the item was received.

## **BOMB THREAT GUIDELINES (Con't.)**

- o **Do not open** or squeeze the envelope or package.
- o **Do not pull** or release any wire, string, or hook.
- o **Do not** turn or shake the letter or package.
- o **Do not** put the letter or package in water or near heat.
- o **Do not** touch the letter or package, thereby compromising fingerprint evidence.
- o **Do** move people away from the suspected envelope or package.
- o **Do** notify the state and/or local police (911).
- o **Do activate your emergency plan for dealing with bombs.**

### **Investigating Bomb Threats**

- Appropriate law enforcement agencies must be notified.
- Be aware of availability and limitations of specialized emergency services- including bomb squads, hazardous materials management, county, and state emergency management agencies.
  - o Be aware that law enforcement agencies generally do not initially send out bomb sniffing dogs.
  - o Bomb sniffing dogs have a limited time of efficiency so that their use is carefully considered.
- The school district administrator makes the decision regarding evacuation, continuation, or dismissal of school – first responders can assist and consult with them to make their decision (joint decision making – unified command).
- Police may enlist the assistance of the school faculty/staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Scanning does not involve touching or handling a suspect object.
- Once the incident has been resolved and no longer poses a danger, a full threat assessment inquiry should be conducted on the person making the threat if one is identified.

### **PRE-CLEARANCE AND SECURITY SCREENING IN LIEU OF EVACUATION (DURING TESTING)**

- It is strongly recommended that school officials carefully coordinate this option in cooperation with local law enforcement officials.
- This option may only be implemented prior to the receipt of an actual bomb threat,

And

- Only after building and grounds have been “cleared” at the start of the day and continually monitored throughout the day.

## **BOMB THREAT GUIDELINES (Con't.)**

- This option may be appropriate when a school reasonably anticipates the receipt of a bomb threat or if there is a particular concern over the possibility of a bomb threat. (During the administration of Regents examinations or during other school-wide events).

### **School Employee Involvement**

- Schools may form teams of volunteers from administration, faculty, and staff to assist in sweeping a building or grounds for anything that looks out of place.
- Prior to an incident, school officials should make certain that people who volunteer in the school building, such as parents or other community members, are trained and aware of their responsibilities.
- School employees who volunteer or by job duty are assigned to assist, should have access to building keys, floor plans, and information about shut-off valves for heat, electricity, water, and ventilation (HVAC).

Response Action:

Person(s) Responsible:

Upon notification of a Biological Release by telephone:

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. The person receiving the call should gather as much information as possible by using the supplied "Telephone Threat Form."</li> <li>2. Upon completion of the telephone threat, the person receiving the call should attempt to immediately trace the call.</li> <li>3. Contact the building principal, if this happens in Central Office contact the Superintendent by telephone.</li> <li>4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet.</li> <li>5. Notify Buildings &amp; Grounds to shut down the HVAC units throughout the building.</li> <li>6. Secure the building, do not allow entrance or exit from the building. Students and staff participating in outdoor activities should remain outdoors or take refuge in another building.</li> <li>7. Activate the Hold In Place plan<br/>Curtailed the following until an assessment is made by police, fire and local disaster coordinator:             <ol style="list-style-type: none"> <li>a. Free movement throughout the building</li> <li>b. Food preparation and distribution</li> <li>c. Let staff and students know of the situation and how often they will be updated</li> </ol> </li> <li>8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment.</li> <li>9. If the incident is ruled to be a false alarm, a note telling parents of the details could be processed and sent home for the parents to read.</li> <li>10. If the incident escalates, arrangements should be made for the following:             <ol style="list-style-type: none"> <li>1. Staging area for parents/guardians coming to the building to pick up their child/children. Children will not be released until the incident is brought to closure, therefore this area would be used to communicate with and calm parent/guardians.</li> <li>2. Staging area for the media. Timely reports given to avoid inaccurate information.</li> </ol> </li> <li>11. Implement appropriate plan             <ol style="list-style-type: none"> <li>a) Resume normal activity</li> <li>b) Early dismissal</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. First to contact</li> <li>2. First to contact</li> <li>3. First to contact</li> <li>4. Principal, Superintendent</li> <li>5. Principal, Superintendent</li> <li>6. Principal, Superintendent, Teachers, Staff</li> <li>7. Principal, Superintendent Teachers, Staff</li> <li>8. Police, Fire, Disaster Coordinator Superintendent</li> <li>9. Superintendent</li> <li>10. Superintendent</li> <li>11. Superintendent</li> </ol> |
|--|---|

Comments:

**TELEPHONE THREAT FORM**

School Building: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Recall to best of knowledge exact words of caller:

Questions to be asked:

1. Where is the package located?

2. What does it look like?

3. What is in the package?

4. Why are you doing this?

5. What is your address?

6. What is your name?

Voice: Male \_\_\_\_\_ Child \_\_\_\_\_ Young \_\_\_\_\_

Female \_\_\_\_\_ Old \_\_\_\_\_ Middle Aged \_\_\_\_\_

Accent \_\_\_\_\_

Background noise? \_\_\_\_\_

Have you heard voice before? \_\_\_\_\_



Person receiving call? \_\_\_\_\_

Response Action:

Person(s) Responsible:

Upon notification of a Biological Release by letter or package:

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. The person receiving the letter or package once opened do not handle or move it to another area. Using your "Good Samaritan" kit that was intended for blood and body fluid cleanup, use the towelette to wash your hands until you are cleared to leave the area.</li> <li>2. Secure the area, do not leave or let any one into the area.</li> <li>3. Contact the building principal, if this happens in Central Office contact the Superintendent by telephone.</li> <li>4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet.</li> <li>5. Notify Buildings &amp; Grounds to shut down the HVAC units throughout the building.</li> <li>6. Secure the building, do not allow entrance or exit from the building. Students and staff participating in outdoor activities should remain outdoors or take refuge in another building.</li> <li>7. Activate the HOLD IN PLACE plan. Curtail the following until an assessment is made by police, fire and local disaster coordinator:             <ol style="list-style-type: none"> <li>a. Free movement throughout the building</li> <li>b. Food preparation and distribution</li> <li>c. Let staff and students know of the situation and how often they will be updated</li> </ol> </li> <li>8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment.</li> <li>9. If the incident is ruled to be a false alarm, a note telling parents of the details could be processed and sent home for the parents to read.</li> <li>10. If the incident escalates, arrangements should be made for the following:             <ol style="list-style-type: none"> <li>1) Staging area for parents/guardians coming to the building to pick up their child/children. Children will not be released until the incident is brought to closure, therefore this area would be used to communicate with and calm parent/guardians.</li> <li>2) Staging area for the media. Timely reports given to avoid inaccurate information.</li> </ol> </li> <li>11. Implement appropriate plan             <ol style="list-style-type: none"> <li>a) Resume normal activity</li> <li>b) Early dismissal</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. First to contact</li> <li>2. First to contact</li> <li>3. First to contact</li> <li>4. Principal, Superintendent</li> <li>5. Principal, Superintendent</li> <li>6. Principal, Superintendent, Teachers, Staff</li> <li>7. Principal, Superintendent Teachers, Staff</li> <li>8. Police, Fire, Disaster Coordinator Superintendent</li> <li>9. Superintendent</li> <li>10. Superintendent</li> <li>11. Superintendent</li> </ol> |
|--|---|

Comments:

Response Action:

Person(s) Responsible:

- |   |                                   |
|---|-----------------------------------|
| 1. Identify hostage situation                             | 1. First person on scene          |
| 2. Notify Building Administrator                          | 2. First person on scene          |
| 3. Activate Lockdown Plan                                 | 3. Principal                      |
| 4. Notify the local police and follow their instructions. | 4. Building Administrator         |
| 5. Notify Superintendent                                  | 5. Building Administrator         |
| 6. Notify parents or spouse of hostage(s)                 | 6. Superintendent                 |
| 7. Termination of emergency                               | 7. Police, Building Administrator |
| 8. Make proper notifications                              | 8. Superintendent                 |

Comments:

---



---



---

Response Action:Person(s) Responsible:

- |   |                                    |
|---|------------------------------------|
| 1. Identify intruder  | 1. First person on scene           |
| 2. Notify Building Administrator  | 2. First person on scene           |
| 3. Activate the Lockdown Plan   | 3. Principal                       |
| 4. Confront intruder, if prudent and wise   | 4. Building Administrator          |
| 5. Escort intruder out of the building. Record make, color and license plate number of vehicle  | 5. Building Administrator          |
| 6. If intruder refuses to leave, maintain surveillance. If the intruder does leave but circumstances lead you to expect trouble, summon the local police. | 6. Building Administrator          |
| 7. Advise police of situation and follow their instructions   | 7. Building Administrator          |
| 8. Notify Superintendent  | 8. Building Administrator          |
| 9. Notify staff and students of incident  | 9. Building Administrator          |
| 10. Termination of Contingency  | 10. Police, Building Administrator |

Comments:

---

---

Response Action:Person(s) Responsible:

- |  |                           |
|--|---------------------------|
| 1. Assemble Threat Assessment Team.*                             | 1. Principal              |
| 2. Inform building principal of implied threat or direct threat. | 2. First person on scene  |
| 3. Determine level of threat with Superintendent/ Designee.*     | 3. Principal/Designee     |
| 4. Contact appropriate law enforcement agency, if necessary.     | 4. Building Administrator |
| 5. Monitor situation, adjust response as appropriate.            | 5. Building Administrator |

**NOTE: \*Refer to NYS Police Threat Assessment Model (2007)**

Comments:

**Additional Information on threat assessment is located in the New York State School Safety Guide**

---

---

---

Response Action:

Person(s) Responsible:

- |  |                           |
|--|---------------------------|
| 1. Assemble Threat Assessment Team.*   | 1. Principal              |
| 2. If warranted, isolate the immediate area and evacuate if appropriate.   | 2. First person on scene  |
| 3. Inform Superintendent   | 3. Principal/Designee     |
| 4. If necessary, initiate lockdown procedure and contact law enforcement agencies.   | 4. Building Administrator |
| 5. Monitor situation, adjust response as appropriate. If necessary, initiate Early Dismissal, Sheltering or Evacuation Procedures. | 5. Building Administrator |

**NOTE:**      **\*Refer to NYS Police Threat Assessment Model (2007)**

Comments:

**Additional Information on threat assessment is located in the New York State School Safety Guide**

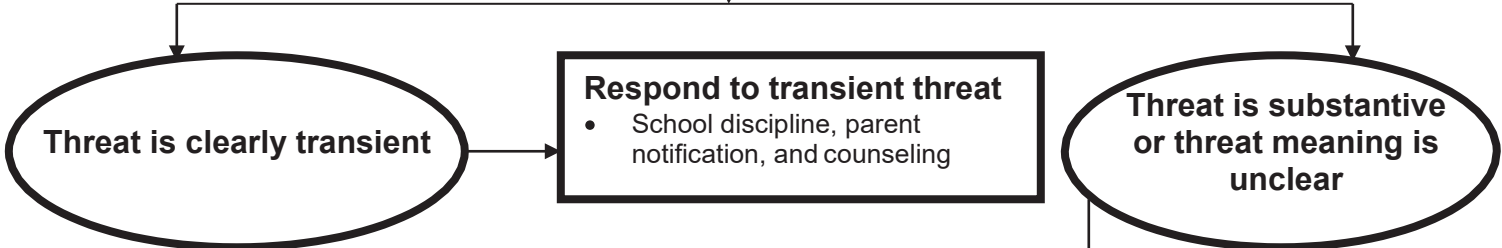
**New York State Police Threat Assessment Model, (2007)**

**Threat reported to principal**

- Assemble school threat assessment team**
- Conduct threat assessment – assign a central point of contact
  - Include School Resource Officer (SRO) if one exists, otherwise consult law enforcement
  - Immediately ask “How much time do we have?”
  - Decide how to handle a “student of concern” pending the outcome of the threat assessment (should allegations be unfounded)
  - Revisit/revise threat assessment plan if necessary

- Evaluate threat**
- Utilize an “integrated systems approach” relying on information from all who have interaction with the student
  - Consider facts that drew your attention to the student, situation, and target-obtain first-hand, specific accounts of the threat by interviewing recipients, witnesses, and student who made the threat-document/photograph/record all
  - Establish/maintain contact with the student
  - Obtain/consider information about the student-identifiers, background information, current life situation and circumstances
  - Consider the circumstances in which the threat was made, student’s intentions, motives, and target selection

- Decide whether threat is clearly *transient* or *substantive***
- Is there information to suggest that this student is on the path to an attack?
  - Has any pre-attack behavior been identified?
  - Is the student engaging in behavior that indicates furthering a plan or building capacity for a violent attack?
  - Consider whether the student *poses* a threat, or simply *made* a threat
  - Has the student broken a law?- → Contact law enforcement



- Respond to transient threat**
- School discipline, parent notification, and counseling

**Decide whether substantive threat is plausible or imminent**

**Plausible**

- Respond to plausible threat**
- Take immediate precautions to protect potential victims
  - If threat involves a possible crime contact law enforcement
  - Notify potential victim, and victim’s parents/guardians (if victim is a student)
  - Notify “student of concern’s” parents/guardians
  - Connect student to services and support systems
  - Discipline student as appropriate

**Imminent**

- Respond to imminent threat**
- Immediately contact law enforcement
  - Take immediate precautions to protect potential victims
  - Execute appropriate emergency response (lockdown, lockout, shelter-in-place) if necessary
  - Notify “student of concern’s” parents/guardians
  - Initiate mental health evaluation procedures
  - Discipline student as appropriate
  - Be cognizant of items of an evidentiary nature that may be needed in a possible criminal prosecution

<u>Response Action:</u>	<u>Person(s) Responsible:</u>
1. Summon help or request someone call for help	1. First person on scene
2. Identify the stricken person	2. First person on scene, trained medical personnel
3. Protect the injured or ill person from further injury	3. First person on scene, trained medical personnel
4. Comfort the victim and administer first aid, if necessary	4. Trained medical personnel
5. Assess the need for further medical attention	5. Trained medical personnel
6. Notify Building Administrator	6. Trained medical personnel
7. Notify parent or guardian	7. Building Administrator

**RECOMMENDATIONS:**

In each case, the guiding principles are to provide appropriate emergency care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is treatment such as will protect the life and comfort of the victim until authorized medical treatment is available or, in the case of a student, until the child is placed under the care of the parent or guardian.

Signed instructions for emergencies from parents, guardians and from school personnel should be on file in the school medical office and the school main office. These signed statements should include the name and age of the person (pupil or employee) name, address and telephone number where one or both parents may be reached at home and at work; name, address and telephone number of another person who has agreed to care for the child if the parent cannot be reached; name, address and telephone number of the family physician (or Christian Science practitioner), family dentist, and preferred hospital; written authorization from the parent for school personnel to call the physician or hospital in serious emergencies when the parent cannot be reached; religion of the victim; and any special condition which should require special handling.

A list of all students and staff having special medical problems such as hypersensitivity to allergens, diabetes, epilepsy, etc.



**STUDENT MENTAL HEALTH EMERGENCY RESPONSE**

GENERAL GUIDELINES

1. Any teacher or staff member who has any reason to believe that a student may be a threat to him or herself, or who receives a report from any source that a student may be a threat to him or herself will immediately contact an administrator. The District will supervise the student until the student is released to a parent, guardian, or person in parental relation to the student, or an appropriate professional.
2. The administrator will immediately refer the matter to the Student Support Services Team and contact the parent, guardian, or person in parental relation to the student.
3. The SSST will conduct a lethality assessment and identify the appropriate action or actions to be taken based on the assessment results.

POTENTIAL FURTHER RESPONSE ACTIONS BY THE DISTRICT

1. Refer the parent, guardian, or person in parental relation to appropriate resources or agencies for support and assistance.
2. Secure permission from parent, guardian, or person in parental relation to share information or documents with the mental health care provider to further assist the student.
3. Provide support to the student. Assist him or her with re-entry.
4. If a parent, guardian, or person in parental relation refuses to respond to the child's threat to him or herself, the District may contact Child Protective Services or local law enforcement.
5. Complete any required paperwork, including any incident reports.
6. Maintain confidentiality as required by law or best practices.

Response Action:

Person(s) Responsible:

- |   |                                 |
|---|---------------------------------|
| 1. Relocate pupils away from danger area  | 1. School bus driver, students  |
| 2. Render first aid to injured persons  | 2. Qualified person(s) onscene  |
| 3. If necessary, request emergency assistance.<br>Ambulance, fire department and/or police          | 3. Qualified person(s) on scene |
| 4. Notify Building Administrator, if needed. Request<br>spare vehicle to transport uninjured pupils |                                 |
| 5. Identify the victims and where they are being<br>transported to                                  | 5. Qualified person(s) on scene |
| 6. Notify parents or spouse of the victims  | 6. Building Administrator       |
| 7. Complete School District Accident Report Forms   | 7. School Nurse                 |

Comments:

---

---

---

## PARENT(S)/SPOUSE(S) AND RECEPTION CENTER NOTIFICATION PLAN

Utilize telephone lists or television and radio media to notify parents and spouses of an emergency involving an occupied school facility.

Designate a reception center at a location away from the incident. Provide this information during the notification process.

Several factors should be considered when selecting a reception center. They are as follows:

Physical Space:	Select a site that will accommodate a large influx of people to include parents and/or spouses and district representatives.
Containment:	Ensure that the site does not permit access by the media and is isolated from the Incident Command Post (I.C.P.), Emergency Operation Center (E.O.C.), and student body.
Necessary Accommodations:	Select a location that permits direct access to rest rooms and telephones and allows for the serving of refreshments. Several rooms should be made available for grieving family members and counseling sessions.
Support Personnel/ Agencies:	If the situation warrants, station counselors, members of the clergy, medical personnel and Critical Incident Stress Debriefing Team at the reception center. A law enforcement/emergency services representative should be at the site also.
Dissemination of Information:	The Superintendent of Schools should assign, in advance, a staff member as the liaison/information specialist to work with the parents/spouses during a crisis. The individual assigned this duty must assume responsibility for arranging the details and providing accurate, up-to-date information regarding the incident.

## EMERGENCY CLOSINGS

The superintendent is empowered to close the district schools, delay the opening, or to dismiss students early in the event of hazardous conditions, including weather, which threaten the safety of students.

In making the decision to close schools, either the superintendent or his/her designee shall consider many factors, including the following:

- 1) The availability of parent(s)/guardian(s) to receive the student at home in the event schools should be dismissed early.
- 2) The health and safety of students remaining in a school environment.
- 3) Weather conditions, both existing and predicted.
- 4) Driving and traffic conditions affecting public and private transportation facilities.
- 5) Continuance or discontinuance of the operations of business, commercial and professional people in the area.

Facts will be assembled from the appropriate agencies and organizations before any decisions are made. For example, the Highway Department, Police Department, Weather Bureau, transportation companies and other governmental agencies, as needed, will be called.

Following the decision, communications will begin for the total notification of the students and staff. Either the superintendent or his/her designee shall notify the public media. Employees should listen to broadcasts beginning at 6:00 o'clock a.m. Any employee who is doubtful about reporting should contact his/her immediate supervisor.

### Delayed School Plan

When it appears likely that weather and/or street conditions will improve later in the morning, a "delayed school opening" announcement may be made to the public. Employees shall make an effort to report to their assignment at the regular starting time.

"A" Schedule (One hour delay in all school starting times):

All schools will begin one hour later than normal starting times and dismiss at regular time.

"B" Schedule (Two hour delay in all school starting times):

All schools will begin two hours later than normal starting times and dismiss at regular time.

## **EMERGENCY CLOSINGS – Continued**

### **Early Dismissal School Plan**

When a sudden, unanticipated emergency condition, including weather alert, arises after school has commenced, and it is deemed appropriate to close schools and offices, the following actions will be followed:

- 1) The media will be called and the public will be informed of the decision.
- 2) Schools will be dismissed with dismissal time arranged to parallel the arrival of buses. No staff member may leave his/her assignment until all students have left the building (unless authorized to do so by the principal).
- 3) Elementary students can be released to the custody of their parent/guardian or another designated adult.

### **Staff Assignments**

The superintendent is responsible for the effective operation of the school district at all times. Under Education Law, Sections 1711 and 3012, the superintendent is empowered to require certain groups of employees to work while other employees are not required to work because the absence of students reduces the productivity of these employees.

When schools are officially closed for students due to inclement weather or other emergency conditions:

- 1) In general, school-based personnel will not report with the exception of the building plant operators, custodians, maintenance, and janitorial staff, as per negotiated agreement.
- 2) The Superintendent of Buildings and Grounds, the transportation supervisor and the superintendent will report to work, along with other designated employees.
- 3) Principals will remain responsible for security of their schools and for seeing that the building and grounds are made as ready as possible for school on the next scheduled day.

### **Parent/Guardian Notifications**

Principals have the responsibility to urge parents/guardians to make plans for the emergency supervision of their children should an all-day closing, a delayed opening, or an early closing of school be necessary.

Radio announcements or telephone trees may be used to notify staff members.

## EMERGENCY CLOSINGS - Continued

<u>Responsibility</u>		<u>Action</u>
<b>Before School</b>		
Superintendent/Designee	1)	Consults with highway officials or other agencies regarding road conditions and predicted weather patterns.
	2)	Makes decision as to closing.
	3)	If decision is to close, notifies: <ul style="list-style-type: none"><li>a. Radio stations</li><li>b. Principals</li></ul>
<b>During School</b>		
Transportation Supervisor	1)	Consults with highway officials or other agencies regarding road conditions and predicted weather patterns.
	2)	Informs superintendent of adverse conditions.
Superintendent	3)	Makes decision as to closing.
Superintendent/Designee	4)	If decision is to close, notifies: <ul style="list-style-type: none"><li>a. Transportation Supervisor</li><li>b. Radio and television stations</li><li>c. Principals</li><li>d. Staff and Students</li></ul>
Transportation Supervisor	5)	Notifies drivers and substitutes where Necessary.
	6)	Reschedules school pickups as soon as decision is made.

## SECTION 4000: COMMUNICATION WITH OTHERS

- A. Description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies
- Step-by-Step Procedures .....4100
- B. Procedures for obtaining advice and assistance.....4200  
from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law
- C. A system for informing all educational agencies within a school district of a disaster.
- Statement.....4300
- In the case of a school district, maintaining certain information about each educational agency located in the school district, including information on:
- School population,.....4305
  - Number of staff,
  - Transportation needs, and
  - Business and home telephone numbers of key officials of each such educational agency.

**A. IN THE EVENT OF AN EMERGENCY THAT REQUIRES THE ASSISTANCE OF EMERGENCY RESPONSE AGENCIES**

<b>STEP 1</b>	Call 911
<b>STEP 2</b>	<p>Give Specific Information to the 911 Dispatcher</p> <ul style="list-style-type: none"> <li>• What type of emergency</li> <li>• Where – address, room, what floor</li> <li>• Who/how many are affected</li> <li>• Directions to access the scene</li> </ul>
<b>STEP 3</b>	Local agencies, such as police, fire, ambulance, highway or public works, disaster coordinator will respond first
<b>STEP 4</b>	After assessing the emergency, LOCAL RESPONSE AGENCIES will contact county, state and federal agencies if additional assistance is necessary
<b>STEP 5</b>	Post incident response can be coordinated through local and county agencies. These could include the Red Cross, United Way Agencies and other local, county and state mental health resources.



- 329-a. Suspension of other laws
- 329-b. Use of civil defense forces in disasters
- 329-c. Radiological preparedness
- 329-d. Reports

**HISTORY:**

Add, L 1978, ch 640, § 3, eff Apr 1, 1979

**CROSS REFERENCES:**

This article referred to in § 33-20, 21; CLS Unconsol ch 131 § 20.

**3 20. Natural and man-made disasters; policy; definitions**

1. It shall be the policy of the state that:
  - a. local government and emergency service organizations continue their essential role as the first line of defense in times of disaster, and that the state provide appropriate supportive services to the extent necessary;
  - b. local chief executives take an active and personal role in the development and implementation of disaster preparedness programs and be vested with authority and responsibility in order to insure the success of such programs;
  - c. state and local natural disaster and emergency response functions be coordinated in order to bring the fullest protection and benefit to the people;
  - d. state resources be organized and prepared for immediate effective response to disasters which are beyond the capability of local governments and emergency service organizations; and
  - e. state and local plans, organizational arrangements, and response capability required to execute the provisions of this article shall at all times be the most effective that current circumstances and existing resources allow.
2. As used in this article the following terms shall have the following meanings:
  - a. "disaster" means occurrence or imminent threat of wide spread or severe damage, injury, or loss of life or property resulting from any natural or man-made causes, including, but not limited to, fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, wind, storm, wave action, volcanic activity, epidemic, air contamination, blight, drought, infestation, explosion, radiological accident or water contamination.
  - b. "state disaster emergency" means a period beginning with a declaration by the governor that a disaster exists and ending upon the termination thereof.
  - c. "municipality" means a public corporation as defined in subdivision one of section sixty-six of the general construction law and a special district as defined in subdivision sixteen of section one hundred two of the real property tax law.
  - d. "commission" means the disaster preparedness commission created pursuant to section twenty-one of this article.
  - e. "emergency services organization" means a public or private agency, organization or group organized and functioning for the purpose of providing fire, medical, ambulance, rescue, housing, food or other services directed toward relieving human suffering, injury or loss of life or damage to property as a result of an emergency, including non-profit and governmentally-supported organizations, but excluding governmental agencies.
  - f. "chief executive" means:
    - (1) a county executive or manager of a county;
    - (2) in a county not having a county executive or manager, the chairman or other presiding officer of the county legislative body;
    - (3) a mayor of a city or village, except where a city or village has a manager, it shall mean such manager; and
    - (4) a supervisor of a town, except where a town has a manager, it shall mean such manager.

**C. IN THE EVENT OF AN EMERGENCY WITHIN THE  
SUPERVISORY DISTRICT TERRITORIAL LIMITS, THE  
SUPERINTENDENT, OR DESIGNEE, OF THE  
CLARENCE CENTRAL SCHOOL DISTRICT WILL:**

- 1) Act as the chief communication liaison for the non-public Educational agencies listed on the following pages
- 2) Contact the Erie 1 BOCES District Superintendent
- 3) Offer resources that are available.

### C. PERSONNEL FOR NON-PUBLIC SCHOOLS

Facility Name/Address/Phone: Ron Sajdak, Pastor	Nativity School 8550 Main Street Williamsville, NY 14221 633-7441 632-8838 (Rectory)
Principal/Location/Phone:	Dr. Robert Cluckey
Grades:	Prek – 8
Number of Students:	
Hours of School:	8:00am – 3:30pm
Districts:	Akron, Alden, Clarence, Lancaster, Pembroke, Williamsville
School Nurse:	Hana Muller 633-1531

## **SECTION 5000: PREVENTION AND INTERVENTION STRATEGIES**

- A. Policies and procedures related to school building .....5000  
security, including, where appropriate, the use of  
school safety officers and/or security devices or  
procedures
- Safety/Security
- B. Procedures for the dissemination of informative materials.....5100  
regarding the early detection of potentially violent behaviors,  
including, but not limited to:
- Board of Education Policies
  - Community Notification of Sex Offenders
  - Staff Development Training
  - Building Staff Meetings
  - Crisis Management
- C. Appropriate prevention and intervention strategies such as:.....5200
- Collaborative agreements with local law enforcement officials (Memorandum)
  - Non-Violent conflict resolution training program
  - Peer mediation programs and youth
- D. Strategies for improving communication among students.....5300  
and between students and staff and reporting of potentially  
violent incidents, such as the establishment of:
- Youth-run programs,
  - Peer mediation,
  - Conflict resolution,
  - Creating a forum or designating a mentor for students
  - Concerned with bullying or violence,
  - Establishing anonymous reporting mechanisms for school violence, and
  - Others based on district need
- E. Special Patrol Officer Agreement... .. 5400

**A.**

- All Buildings have electronic door security systems. Each building locks all doors after student's morning arrival. The main door has a buzzer system that is operated by the main office.
- All Employees are required to wear picture Identification Badges.
- High School and Middle School doors are numbered for emergency responders.

. Procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:

- Board of Education Policies
- Community Notification of Sex Offenders
- Staff Development Training
- Building Staff Meetings
- Crisis Management

**C.**

Appropriate prevention and intervention strategies such as:

- Collaborative agreements with local law enforcement officials (Memorandum)
- Non-Violent conflict resolution training program
- Peer mediation programs and youth

**THE FOLLOWING RESOURCES ARE AVAILABLE FOR USE AT THE BUILDING LEVEL:**

Clarence School District Family Support Center  
 Project ACHIEVE  
 Positive Behavioral Interventions and Support  
 "Take Back Your School"  
 American Association of Suicidology  
 Mothers Against Drunk Drive (MADD)  
 Mothers Against Violence in American (MAVIA)  
 National Association of School Psychologists (NASP)  
 National Emergency Assistance Team (NEAT)  
 National Education Association (NEA)  
 National Organization for Victim Assistance (NOVA)  
 National School Public Relations Association (NSPRA)  
 National School Safety Center (NSSC)  
 Northwest Regional Educational Laboratory  
 Students Against Destructive Decisions (SADD)  
 Violence Prevention Plays  
 Anti-Violence Curriculum Programs  
 Risk Prevention: Promising Programs (Bullying Prevention Program)  
 Good Behavior Game  
 I Can Problem Solve  
 The Incredible Years Series Iowa Strengthening Families Program  
 Prevention Intervention  
 Promoting Alternative Thinking Strategies (PATHS)  
 "Cool Kids"  
 Good Talking Words  
 Bully Proofing Series

The Clarence Central School District recognizes the importance of good communication among students and between students and staff and encourages the school community to strive for improvement at all times. Sharing information is the first line of defense in keeping our schools safe. It is vital that our students understand that reporting information about potential problems is a way of preventing harm to another. Reporting concerns that may impact on the safety and health of others is the responsibility of the entire Clarence Central School District community.

Short-term and long-term strategies to bettering communication and preventing violence in our schools include:

- Set clear expectations for students, and communicate these standards to students, staff and parents.
- Pay attention to what students are saying
- Peer listening and mediation
- Develop identification and reporting procedures to record students who show signs and symptoms of violent behavior
- Encourage communication among parents, students, staff and community members about any concerns to appropriate resource people in schools and communities
- Foster collaboration among, home and community for peaceable schools
- Train staff to listen and question effectively

**THE FOLLOWING RESOURCES ARE AVAILABLE AT THE BUILDINGS:**

Anger Management for Young Children – A Handout for Parents  
Anger Management for Young Children – A Handout for Teachers  
National Association of School Psychologists:

Classroom Management Skills  
Classroom Rules: Promoting Competent Behavior of Tough Kids  
Conflict Resolution and Peer Mediation/Ed. Guide  
Defusing Disruptions/Crisis Intervention Method  
Delinquency/Handout for Parents and Teachers  
Fire setting/handout for Teachers and Parents  
Lying/Handout for Parents and Teachers  
Name-Calling/Inter. Strategies for Parents & Educators  
Self-Control Skills for Children/Handout for Parents  
Self-Control Skills for Children/handout for Teachers  
Stealing/Suggestions for Parents and Teachers



Tantrums/An Intervention Guide for Parents  
Time-Out/Guidelines for Teachers  
Verbal Aggression: Coping Strategies for Children  
Victimization of School-Age Children/Safe Schools  
Strategies for Parents and Educators

**Special Patrol Officer Agreement**  
*(Please see Appendix 3)*

## **APPENDICES**

- APPENDIX 1: Buildings Covered By This Plan
- APPENDIX 2: Code of Conduct
- APPENDIX 3: Special Patrol Officer Agreement
- APPENDIX 4: Pandemic Influenza Plan
- APPENDIX 5: Continuity of Operations Plan

**APPENDIX 1 SCHOOL BUILDINGS COVERED BY THIS PLAN**

**CLARENCE HIGH SCHOOL  
 CLARENCE MIDDLE SCHOOL  
 SHERIDAN HILL ELEMENTARY  
 HARRIS HILL ELEMENTARY  
 CLARENCE CENTER ELEMENTARY  
 LEDGEVIEW ELEMENTARY**

**STAFF DIRECTORY  
 CLARENCE CENTRAL SCHOOL DISTRICT 407-9000**

**Emergency School Hotlines: School Closing (716) 407-9129 / Transportation 407-9098 / Sports 407-9058**

**District Office Reception Desk (716) 407-9100 Elaine Horey District Office Fax (716) 407-9126**

<b>Department</b>	<b>Name</b>	<b>Extension #</b>	<b>Secretary/Clerk</b>	<b>General Responsibilities</b>
Superintendent	Dr. Matthew Frahm	9102	Megan Sutton	Secretary to the Superintendent of Schools
Business Office	Richard Mancuso	9013	Alexandria Valenti	Secretary to the Business Administrator
CCS Credit Union 630-0888 Fax: 633-2407		9011	Nicole Kuss	Treasurer
		9001	Ashley Fohrd	Community Education Coordinator
		9015	Kelly Kuzara	Purchasing
		9016	Sharon Karl	Deputy Treasurer/Accounts Receivable
		9017	Kelly Hosken	Accounts Payable
		9018	Alicia Braaten	Print Shop
Curriculum	Kristin Overholt	9109	Melissa Byrd	Secretary to Director of Curriculum
		9005	Kate Celej	Program Coordinator
		9108	Finune Shaibi	Director of Accountability and Assessment
Assistant Superintendent for HR	Robert Michel	9107	Laura Kelly	Secretary to the Director of Personnel
		9124	Hope Jankowiak	Personnel Secretary
		9012		Health Benefits / Payroll
Special Ed Director	MaryEllen Colling	9105/9104	Karen Mauger	Secretary to the Director of Special Ed
Spec Ed Asst. Dir.	Mary Jo Dunkle	9105/9104	Jennifer Pogorzelski	Special Education Secretary
Technology Help Desk - 407-9140				

<b>HIGH SCHOOL</b>	<b>407-9020</b>	<b>MIDDLE SCHOOL</b>	<b>407-9200</b>	<b>SCHOOLS / DEPARTMENTS:</b>		
				<b>FAX #</b>	<b>PHONE #</b>	
Kenneth Smith	407-9022	Ashley Dreibelbis	407-9206			

Heather Cwiklinski	407-9022	Tammy Derkovitz	407-9206	Clarence Center-Coggins	407-9157	407-9150
Julie Mampe	407-9024	Ashley Dreibelbis 8th	407-9205	Harris Hill-Aldrich	407-9182	407-9175
Kevin Barrett	407-9028	Denise Englert 8 <sup>th</sup>	407-9205	Ledgeview-Kuwik	407-9279	407-9275
Julie Heinzmann	407-9025	Joshua Strzelec 7th	407-9214	Sheridan Hill-Arroyo	407-9258	407-9250
Rita Bella-Bennett	407-9021	Dahlia O'Brien 7 <sup>th</sup>	407-9214	Nativity School	626-1637	633-7441
Athletic Office	407-9043	Elizabeth Chelus 6 <sup>th</sup>	407-9210	Hana Muller - Nurse		633-1531
Jason Lehmbeck - Director		Ramona Hales 6 <sup>th</sup>	407-9210	Buildings & Grounds	407-9137	407-9131/9130
Stacy Evans - Secretary		Attendance Office	407-9209	Food Service	407-9097	407-9095
Attendance	407-9026	Cafeteria	320-4834	Technology/Help Desk	407-9145	407-9140
Cafeteria	407-9039			Transportation	407-9502	407-9500
Fax (Main Office)	407-9061	Fax (Main Office)	407-9229	<b>Special Education:</b>	320-4810	407-9105/9104
Guidance Office	407-9030	Library/Media	407-2108		<b>PHONE #</b>	<b>PHONE #</b>
Records/Transcripts	407-9032	Music-Choral	2403/2407	Tara Agnello		407-3311 CC
LAC	320-4819/18	Music-Orchestra	407-2406	Christine Berry-Krazmien		407-9255 SH
Library/Media	407-9045	Nurse's Office	407-9223	Michelle Braun-Burget		407-9177 HH
Music Office	407-9040	Nurse's FAX	407-9243	Doug Dermott		407-9033 CHS
Nurse's Office*	407-9029			Erin Ostrum-Alongi		407-9121 CC
Nurse's FAX	407-9006	Learning Center	407-2109	Dave Romanowski		407-9215 CMS
*B. Ritchie cell#	866-2477			Brittany DiStefano – District Wide		407-9122
Sports Hot Line	407-9058					
		<b>Family Resource Center</b>	<b>320-4808</b>			

08/2021

**APPENDIX 2**

**CODE OF CONDUCT**

**(AS PUBLISHED ON DISTRICT'S WEBSITE)**

**[HTTPS://WWW.CLARENCE SCHOOLS.ORG/DOMAIN/23](https://www.clarenceschools.org/domain/23)**

**APPENDIX 3      SPECIAL PATROL OFFICER AGREEMENT  
(ATTACHED)**

**AGREEMENT BETWEEN THE CLARENCE CENTRAL SCHOOL DISTRICT  
AND THE TOWN OF CLARENCE FOR THE PROVISION OF  
SPECIAL PATROL OFFICER SERVICES**

This **Agreement**, by and between the CLARENCE CENTRAL SCHOOL DISTRICT ("District") and the TOWN OF CLARENCE, NEW YORK ("Town") (collectively referred to as "the Parties," and individually referred to as "Party").

WHEREAS, the District is desirous of retaining the services of a part-time special patrol officer in an effort to enhance the security of District students, staff, visitors and property, to deter criminal behavior and otherwise benefit the student population through positive interactions between students during school hours, and to otherwise perform duties traditionally associated with a school resource officer to the extent permitted by law; and

WHEREAS, the Town is desirous of providing such services to the District, in order to benefit the District's student population as well as the community at large; and

WHEREAS, the Parties have considered and discussed the terms upon which this program will be implemented, and have agreed upon the terms set forth herein for that purpose;

NOW THEREFORE, in consideration of the mutual promises and covenants herein contained, the Parties hereby agree as follows:

1. **Term.** The term of this Agreement shall commence on October 2, 2017 (the "Effective Date").
2. **Termination.** This Agreement may be terminated with or without cause at any time by either Party, in its sole discretion, upon a ninety (90) day written notice to the other Party.
3. **Compensation and Costs.** The Town, as more fully set forth below, shall appoint and employ a special patrol officer pursuant to N.Y. General Municipal Law Section 209-v ("Section 209-v"). The Parties affirm that the intent of this Agreement is to have the special patrol officer perform duties which include those traditionally associated with a school resource officer, to the extent permitted by law including Section 209-v. The Town shall be solely responsible for paying the SPO's salary, and providing the SPO with any other compensation and employment benefits (all of which must be approved in advance by the District), as well as paying required payroll taxes and other payments on behalf of the SPO (including FICA, any required contributions to the state retirement system, as well as the cost of Workers' Compensation and Unemployment coverage). The Town shall, on a quarterly basis, submit an invoice to the District for the total accrued amount of all such payments made to or on behalf of the SPO during that quarter. The District shall pay the invoice amount within fifteen days of receipt. The Town acknowledges and agrees that the SPO is not eligible to participate in any District pension or fringe benefit program, such as vacation pay, sick pay, or health insurance that is provided to District employees.



4. **The Duties of the Town.**

- 4.1 The SPO shall be assigned to the District, and shall be expected to work a regular schedule
- 4.2 The SPO may leave school grounds during scheduled working hours to handle law enforcement emergencies, attend required training, or to perform duties that arise in the course of the SPO's services under this Agreement. The SPO shall provide notice to the Superintendent of Schools as soon as practicable, and in advance if possible, of any such obligations.
- 4.3 The SPO, if required to work beyond the standard work day, including for security, sporting events and other special projects, he shall then be permitted to flex his time to account for such additional hours upon notice to and approval of the Superintendent.
- 4.4 The Town shall provide the SPO with appropriate uniforms and badges, as well as with an appropriate vehicle with law enforcement markings.

5. **The Duties of the SPO.** The SPO shall perform the following duties under this Agreement, as directed by the District, to the extent permitted by law including Section 209-v:

- 5.1 The SPO shall undertake appropriate efforts to ensure the safety and security of District property and persons on such property.
- 5.2 The SPO shall act as an educator, a counselor, and a school resource officer.
- 5.3 The SPO shall act as an instructor for specialized, short-term, programs at the District, when invited to do so by the principal or a member of the faculty.
- 5.4 The SPO shall make presentations to the District faculty and students on law-related topics. Such subjects shall include a basic presentation on laws, the role of police officers, and the police mission.
- 5.5 The SPO shall coordinate his or her activities with the Superintendent of Schools and staff members as identified by the Superintendent, and will seek permission, advice and guidance prior to undertaking any program in the District.
- 5.6 The SPO shall encourage individual and small group discussions with students regarding material presented in class to establish rapport with the students.
- 5.7 The SPO shall make himself available for conferences with students, parents and faculty members in order to assist them with law enforcement or crime prevention matters.

- 5.8 The SPO shall become familiar with all community agencies that offer assistance to youths and their families, such as mental health clinics, drug treatment centers, etc.
- 5.9 The SPO shall assist the District in developing plans and strategies to prevent and/or minimize dangerous situations which may occur in school or during school sponsored events.
- 5.10 The SPO shall take law enforcement action as required to the extent that a special patrol officer may do so under the authority of law. As soon as practicable, the SPO shall make the Superintendent of Schools aware of such action. At the Superintendent's request, the SPO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SPO may do so under the authority of the law. Whenever practicable, the SPO shall advise the Superintendent before requesting additional police assistance on school property or at school sponsored events.
- 5.11 The SPO will assist other police officers and law enforcement representatives in matters regarding this Agreement, whenever necessary.
- 5.12 The SPO shall maintain detailed and accurate records of the operation of the SPO Program, and shall make them available to the Superintendent of Schools as required by law, or upon request.
- 5.13 The SPO shall not act as a school disciplinarian. However, if the Superintendent believes an incident involves a violation of the law, then the Superintendent may contact the SPO and the SPO shall then determine whether law enforcement action is appropriate. The SPO is not to be used for regularly assigned lunchroom duties, hall monitoring, bus duties or other monitoring duties . If there is a problem in one of these areas, then the SPO may assist the school until the problem is solved.
- 5.14 The SPO will provide his own firearm, which shall be approved by the Town and the District. The SPO shall also be responsible for maintaining qualification to use the firearm, and shall immediately notify the Town and the District if such qualification lapses.

**6. Duties of the District.**

- 6.1 The District shall provide to the SPO the following materials and facilities, which are deemed necessary for the performance of the SPO's duties:
  - 6.1.1 Access to a properly lighted office, which shall contain a telephone and which may be used for general business purposes;
  - 6.1.2 A location for official files and records which can be locked and secured;

- 6.1.3 A desk with drawers, a chair, work table, filing cabinet and office supplies;
- 6.1.4 Access to a computer with e-mail and internet capability;
- 6.1.5 Gas for the Town-provided vehicle referenced in Section 4.4 above; and
- 6.1.6 A radio and mobile phone for use in performing duties under this Agreement.

7. **Independent Contractor.** The relationship between the District and the Town is that of an independent contractor.

8. **Federal, State, and Local Taxes.** Consistent with its status as an independent contractor, the Town agrees that it, and not the District, shall be responsible, where appropriate, for: (1) Withholding FICA (Social Security and Medicare) taxes from the SPO's compensation or making FICA payments on the SPO's behalf; (2) Making federal or state unemployment insurance contributions on the SPO's behalf; (3) Withholding federal, state, or local income tax from the SPO's compensation or paying such taxes on the SPO's behalf. The Town represents, warrants, and agrees that it will timely pay all federal, state, and local income taxes, FICA taxes, federal and state unemployment insurance contributions which arise in connection with the SPO's provision of services under this Agreement.

9. **Workers' Compensation.** The Town acknowledges that the SPO will not be entitled to workers' compensation or disability insurance coverage under the District's policies. The Town will cover the SPO with workers' compensation and any other similar coverage required by law, the cost of which shall be reimbursed by the District. The Town will provide the District with proof of such coverage upon request, before the SPO begins performing services under this Agreement.

10. **Unemployment Insurance.** The Town acknowledges that the SPO will not be entitled to unemployment insurance benefits from the District. The Town agrees that it will cover the SPO with unemployment insurance coverage and any other similar insurance required by law or benefits provided under the terms of the Town's unemployment insurance program, the cost of which shall be reimbursed by the District.

11. **Appointment of the SPO.** The SPO must possess relevant job knowledge, experience, training, education, and have the appropriate appearance, attitude, communications skills and bearing. The SPO must be legally eligible to be appointed and to serve as a special patrol officer. The Town shall solicit candidates for appointment to SPO, and shall conduct the process of interviewing and screening candidates. The District shall have the right to have a representative present during the interview, screening and selection process, and shall have the right of final approval over the individual so appointed by the Town as SPO. The implementation of this Agreement is specifically contingent upon the Erie County Department of Personnel, or any other applicable civil service entity with jurisdiction, approving the appointment of the SPO pursuant to Section 209-v.

12. **Termination and Replacement of the SPO.** In the event that either the Town or the District believes that the SPO is not effectively performing his duties and responsibilities, it shall promptly notify the other. The Parties shall then confer to determine whether to (a) terminate the appointment of the SPO and appoint another individual to serve as SPO, or (b) terminate this Agreement. If the Parties are unable to reach agreement under this section, then this Agreement shall terminate 30 days after provision of the notice referred to herein.

13. **Good Faith.** The District, the Town, and their respective agents and employees, agree to cooperate in good faith in fulfilling the terms of this Agreement. Unforeseen difficulties or questions will be resolved by negotiation between the Parties.

14. **Modification.** This document constitutes the full understanding of the Parties and no terms, conditions, understandings or agreement purporting to modify or vary the terms of this document shall be binding unless upon mutual written agreement by the Parties.

15. **Severability.** In the event any provision of this Agreement shall be or become invalid under any provision of federal, state or local law, such invalidity shall not affect the validity or enforceability of any other provision hereof.

16. **Hold Harmless.** The Town agrees to indemnify and hold harmless the District, its officers, Board of Education members, employees, agents, contractors and representatives, from any and all liability, damages, fines, or judgments, (including those based on negligence) which may arise as a result of the Town's acts and omissions in the performance of this Agreement or violation or breach of any promise, representation, or the law. The District agrees to indemnify and hold harmless the Town, its officers, Town Board members, employees, agents, contractors and representatives, from any and all liability, damages, fines, or judgments, (including those based on negligence) which may arise as a result of the District's acts and omissions in the performance of this Agreement or violation or breach of any promise, representation, or the law.

17. **Entire Agreement.** This constitutes the entire agreement of the Parties hereto and all previous communications between the Parties, whether written or oral, with reference to the matter of this Agreement, are hereby superseded.

18. **Compliance with Laws.** The services to be provided by the SPO pursuant to this Agreement shall be in all respects consistent with applicable law, and the terms of this Agreement shall be interpreted and applied consistent with applicable law. By their signatures below, the Town Supervisor and Superintendent of Schools represent and certify that this Agreement has been approved by resolution of the Town Board and the Board of Education, respectively.



# CLARENCE CENTRAL SCHOOL DISTRICT

## SPECIAL PATROL OFFICER ACTING AS SCHOOL RESOURCE OFFICER

### MEMORANDUM OF UNDERSTANDING

Note: the final 5 sections are sections of the formal Inter-municipal Agreement between the Clarence Central School District and the Town of Clarence who employs the SPO/SRO's.

*What part does the SPO/SRO play in school-wide emergency response planning:*

- Team member of District Wide Safety Committee, the buildings safety committee and assist with planning of drills.

*How should the response to immediate threat of harm to students or staff be handled :*

- Authorized to respond to any immediate threat of harm to students, staff or visitors. Response is to be as calculated as possible meaning as non-confrontational as possible relying on the many years of experience to deescalate before taking more severe action .

*How should the response to low-level, non-violent criminal activity be handled :*

- Violations to the code of conduct but non violent should be handled by immediately contacting the building administrators .
- Escort student to admin office if necessary; no searches are allowed unless a weapon is suspected.

*When/if SPO/SRO may intervene in student misconduct:*

- Only when there is an immediate threat of physical harm.
- When asked to by administration.
- The above protocol will apply to all buildings.

*What part does the SPO/SRO play in searches, investigations and questioning of students:*

- Ensure school safety by being present during school searches, when requested, which may involve weapons, controlled dangerous substances or in such cases that, the student's emotional state may present a risk to the others.

*Consultation with school administration regarding making an arrest:*

- Arrests are not part of our program.

*What other interactions with students should take place:*

- Build working relationships with the school community (Students, Parents, Faculty, & Staff).
- Work with guidance counselors and other student support staff to assist students and with referrals to service agencies and FSC as necessary.
- Anti-bullying programs.
- Act as positive role model, liaison, and resource.
- Classroom involvement is important and should be on an invitation basis

*What participation should be expected at school events:*

- When practical be present at major events (dances/sporting events/assemblies/proms)

*The School administration and staff responsibility for school discipline and code of conduct violations are:*

- The building administration are solely responsible for discipline of this nature, the officer may be asked to accompany the administrator regarding disciplinary meetings.

*When can school staff request SPO/SRO intervention:*

- When there is an immediate threat of harm to the student or others or when authorized by administration .

*What is, if any, the Integration of the SPO/SRO into the school community:*

- Being visible members and role models in the community .
- Attend school functions, when available.

*Training:*

- The District supports as much training both pre-start and ongoing as possible .
- Join any local, State or National Assoc . of SRO.

*Preservice requirements and ongoing professional development/training expectations:*

- Per Civil Service, our SPO/SRO must be a retired NYS Trooper or Sheriff.

*What, if any, are the joint training of school staff and SRO:*

- Officers should periodically train with building admin, faculty and staff; including the buildings safety team.

*Privacy Protections and Information Sharing:*

- Review all FERPA & HIPPA rules and regulations.

*Due process protections and notice to parents:*

- All parents are informed, in advance, of any involvement of our SPO/SRO's and are informed that they may be present.

*A brief synopsis of the oversight of the SPO/SRO Program is as follows:*

- The program oversight begins with the Building Principal but then includes the District's Business Administrator and Superintendent of Schools and Board of Education.
- An annual review process is planned for each officer.

*What are the Police Department & School District Points of Contact:*

- NYS Troopers as our 2 SPO/SRO's are both retired Troopers.
- Erie County Sheriffs as they are the policy agency responsible for Clarence.

*Are there data collection and reporting procedures or requirements:*

- An anecdotal log will be kept regarding any unusual occurrences .

*The Overall Goals or Mission of the SPO/SRO Program are:*

- Safety and Prevention.

*"Whereas, the District is desirous of retaining the services of a part-time special patrol officer in an effort to enhance the security of District students, staff, visitors and property, to deter criminal behavior and otherwise benefit the student population through positive interactions between students during school hours, and to otherwise perform duties traditionally associated with a school resource officer to the extent permitted by law."*

*The Overall Roles and Responsibilities of the SPO/SRO are:*

*"The SPO shall perform the following duties under this Agreement, as directed by the District, to the extent permitted by law including Section 209-v:*

- a) *The SPO shall undertake appropriate efforts to ensure the safety and security of District property and persons on such property.*
- b) *The SPO shall act as an educator, a counselor, and a school resource officer.*



- c) *The SPO shall act as an instructor for specialized, short-term, programs at the District, when invited to do so by the principal or a member of the faculty.*
- d) *The SPO shall make presentations to the District faculty and students on law-related topics. Such subjects shall include a basic presentation on laws, the role of police officers, and the police mission .*
- e) *The SPO shall coordinate his or her activities with the Superintendent of Schools and staff members as identified by the Superintendent, and will seek permission, advice and guidance prior to undertaking any program in the District.*
- f) *The SPO shall encourage individual and small group discussions with students regarding material presented in class to establish rapport with the students.*
- g) *The SPO shall make himself available for conferences with students , parents and faculty members in order to assist them with law enforcement or crime prevention matters .*
- h) *The SPO shall become familiar with all community agencies that offer assistance to youths and their families, such as mental health clinics, drug treatment centers, etc.*
- i) *The SPO shall assist the District in developing plans and strategies to prevent and/or minimize dangerous situations which may occur in school or during school sponsored events.*
- j) *The SPO shall take law enforcement action as required to the extent that a special patrol officer may do so under the authority of law. As soon as practicable, the SPO shall make the Superintendent of Schools aware of such action. At the Superintendent's request, the SPO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SPO may do so under the authority of the law. Whenever practicable, the SPO shall advise the Superintendent before requesting additional police assistance on school property or at school sponsored events.*
- k) *The SPO will assist other police officers and law enforcement representatives in matters regarding this Agreement , whenever necessary.*
- l) *The SPO shall maintain detailed and accurate records of the operation of the SPO Program and shall make them available to the Superintendent of Schools as required by law, or upon request.*
- m) *The SPO shall not act as a school disciplinarian . However, if the Superintendent believes an incident involves a violation of the law, then the Superintendent may contact the SPO and the SPO shall then determine whether law enforcement action is appropriate . The SPO is not to be used for regularly assigned lunchroom duties , hall monitoring , bus duties or other monitoring duties. If there is a problem in one of these areas, then the SPO may assist the school until the problem is solved.*
- n) *The SPO will provide his own firearm, which shall be approved by the Town and the District. The SPO shall also be responsible for maintaining qualification to use the firearm, and shall immediately notify the Town and the District if such qualification lapses."*

*What are the Overall Roles and Responsibilities of the District:*

*"The District shall provide to the SPO the following materials and facilities, which are deemed necessary for the performance of the SPO's duties:*

- a) *Access to a properly lighted office, which shall contain a telephone and which may be used for general business purposes;*
- b) *A location for official files and records which can be locked and secured;*
- c) *A desk with drawers, a chair, work table, filing cabinet and office supplies;*
- d) *Access to a computer with e-mail and internet capability;*
- e) *Gas for the Town-provided vehicle referenced in Section 4.4 above ; and*
- f) *A radio and mobile phone for use in performing duties under this Agreement."*

*What are the Requirements for Selection of an SPO/SRO:*

*"Appointment of the SPO:*

*The SPO must possess relevant job knowledge, experience, training, education, and have the appropriate appearance, attitude, communication skills and bearing. The SPO must be legally eligible to be appointed and to serve as a special patrol officer. The Town shall solicit candidates for appointment to SPO, and shall conduct the process of interviewing and screening candidates. The District shall have the right to have a representative present during the interview, screening and selection process, and shall have the right of final approval over the individual so appointed by the Town as SPO. The implementation of this Agreement is specifically contingent upon the Erie County Department of Personnel, or any other applicable civil service entity with jurisdiction, approving the appointment of the SPO pursuant to Section 209-v.*

*The Duties of the Town:*

- a) The SPO shall be assigned to the District, and shall be expected to work a regular schedule.*
- b) The SPO may leave school grounds during scheduled working hours to handle law enforcement emergencies, attend required training, or to perform duties that arise in the course of the SPO's services under this Agreement. The SPO shall provide notice to the Superintendent of Schools as soon as practicable, and in advance if possible, of any such obligations.*
- c) The SPO, if required to work beyond the standard work day, including for security, sporting events and other special projects, he shall then be permitted to flex his time to account for such additional hours upon notice to and approval of the Superintendent.*
- d) The Town shall provide the SPO with appropriate uniforms and badges, as well as with an appropriate vehicle with law enforcement markings."*

*What provisions are there for Equipment and Materials for SPO/SRO:*

*"The District shall provide to the SPO the following materials and facilities, which are deemed necessary for the performance of the SPO's duties:*

- a) Access to a properly lighted office, which shall contain a telephone and which may be used for general business purposes;*
- b) A location for official files and records which can be locked and secured;*
- c) A desk with drawers, a chair, work table, filing cabinet and office supplies;*
- d) Access to a computer with e-mail and internet capability;*
- e) Gas for the Town-provided vehicle referenced in Section 4.4 above; and*
- f) A radio and mobile phone for use in performing duties under this Agreement."*

**APPENDIX 4      PANDEMIC INFLUENZA PLAN**  
**(ATTACHED)**

# **PANDEMIC INFLUENZA PLAN**

## **Purpose Statement**

Erie 1 BOCES maintains a Comprehensive Emergency Management Plan (CEMP)/District-Wide School Safety Plan to identify, mitigate, respond and recover to potential threats to life safety, district property and the district's overall education mission. Pandemic Influenza is one such threat and has the potential to have an enormous impact upon human life and daily operations of the citizens of our community. This guidance document is designed to be fully integrated into the District Wide School Safety Plan and shall be designated Annex I.

## **Section I: General Considerations and Planning Guidelines**

### **A. Introduction**

Although remarkable advances have been made in science and medicine during the past century, we are constantly reminded that we live in a universe of microbes that are forever changing and adapting themselves to the human host and the defenses that humans create. While science has been able to develop highly effective vaccines and treatments for many infectious diseases that threaten public health, the United States faces a burden of influenza that results in approximately 36,000 deaths and more than 200,000 hospitalizations each year.

A pandemic could dwarf this impact and has the potential to cause more death and illness than any other public health threat. The last three pandemics, in 1918, 1957 and 1968, killed approximately 40 million, 2 million and 1 million people worldwide, respectively. If a pandemic influenza virus with similar virulence to the 1918 strain emerged today, in the absence of intervention, it is estimated that 1.9 million Americans could die and almost 10 million could be hospitalized over the course of the pandemic, which may evolve over a year or more.

### **B. Partnerships**

An influenza pandemic is a public health emergency and will be managed by public health agencies of the Federal, State and County Government. Furthermore, there is an expectation that the Town of West Seneca will implement emergency response procedures consistent with the aforementioned governments and the National Response Plan. Erie 1 BOCES, while always striving to fulfill our educational mission, will partner with the appropriate agencies in preparing for, responding to and recovering from a pandemic episode.

### **C. Situation**

Pandemics happen when a novel influenza virus emerges that infects and can be efficiently transmitted between humans of which there is little or no natural immunity. Animals are the most likely reservoir and vector for these emerging viruses.

The current pandemic threat stems from an unprecedented outbreak of SARS-CoV-2 (Coronavirus), a novel coronavirus that originated in Wuhan, China. The virus has infected populations in numerous countries including the United States and has resulted in over 900,000 deaths. While traditional control measures have been attempted, the virus is now pandemic.

It is important to note that a feature of the SARS-CoV-2 virus is its ability to spread quickly within a population.

A pandemic is likely to come in waves or phases, each lasting weeks or months. The unique characteristics and events of a pandemic will strain local, State, and Federal resources. It is unlikely that there will be sufficient personnel, equipment, and supplies to adequately respond and overwhelm our health and medical capabilities. The table identifies the World Health Organization's classification system of a pandemic.

<b>Interpandemic Period</b>	<b>Phase 1</b>	No new influenza virus subtypes in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered to be low.
	<b>Phase 2</b>	No new influenza virus subtypes have been detected in humans. However, a circulating animal influenza virus subtype poses a substantial risk of human disease.
<b>Pandemic Alert Period</b>	<b>Phase 3</b>	Human infection(s) with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.
	<b>Phase 4</b>	Small cluster(s) with limited human-to-human transmission, but spread is highly localized, suggesting that the virus is not well adapted to humans.
	<b>Phase 5</b>	Larger cluster(s) but human-to-human spread is still localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).
<b>Pandemic Period</b>	<b>Phase 6</b>	Pandemic phase: increased and sustained transmission in the general population.

*Table 1: WHO Pandemic Phases-Source: U.S. Department of Health and Human Services Plan for Pandemic Influenza; December, 2005*

The severity of a pandemic will be based on the virulence of the virus that presents itself. While the virulence of the virus cannot be predicted, two scenarios may be considered based on historical pandemics. Table 2 below identifies the potential number of indexed cases, deaths, and healthcare utilizations with moderate and severe pandemics.

Characteristic	Moderate (1958 / 68 - like)	Severe (1918 - like)
Illness	90 Million (30%)	90 Million (30%)
Outpatient Medical Care	145 Million (50%)	145 Million (50%)
Hospitalization	865,000	9,900,000
Icu Care	1128,750	11,485,000
Mechanical Ventilation	64,875	742,000
Deaths	1209,000	11,903,000

*Number of Episodes of Illness , Healthcare Utilization, and Death Associated with Moderate and Severe Pandemic Influenza Scenarios. These estimates based on extrapolation from past pandemics in the United States. Note that these estimates do not include the potential impact of interventions not available during the 20th century pandemics- Source: U.S Department of Health and Human Services.*

#### **E. Assumptions (New York State & Erie County)**

1. A pandemic is a public health emergency that rapidly takes on significant political, social, and economic dimensions. A pandemic is likely to affect all sectors of the critical infrastructure, public and private.
2. Susceptibility to the pandemic influenza subtype will be universal. The clinical disease attack rate will be 30% in the overall population. Illness rates will be highest among school-aged children (about 40%) and decline with age. Among working adults, an average of 20% will become ill during a community outbreak.
3. Of those who become ill with influenza, 50% will seek outpatient medical care. The number of hospitalizations and deaths will depend on the virulence of the pandemic virus. Estimates differ about 10-fold between more and less severe scenarios.
4. Multiple waves (periods during which community outbreaks occur across the country) of illness are likely to occur with each wave lasting 2 to 3 months. Historically, the largest waves have occurred in the fall and winter, but the seasonality of a pandemic cannot be predicted with certainty.
5. The public healthcare system itself will likely be overwhelmed. This may have a cascading effect on those seeking medical attention for other (non-pandemic) illnesses and diseases.
6. Workforce support for all levels of government and the private sector will be a necessary, if not vital, resource to acquire.
7. New York's public health system relies on LHDs with authority and responsibility for public health preparedness and response at the local level.

While the State Department of Health provides leadership, support, and coordination of this effort, all jurisdictional responsibilities are maintained.

**8.** The county may need to implement protective actions (non-medical containment) that will likely be unfavorable to the general public. This may include closing schools, restricting travel, suspending mass gatherings and imposing isolation or quarantine measures on the general public.

**9.** The typical incubation period (interval between infection and onset of symptoms) for influenza is approximately 2 days. Non-medical containment will likely be covering the span of the incubation period until symptoms are presented.

**10.** Non-medical containment measures will be the principal means of disease control until adequate supplies of vaccine and/or antiviral medications are available.

**11.** Response actions need to be swift and decisive, necessitating the use of a variety of county and state statutes and authorities to effectively respond to and recover from a pandemic.

**12.** Vaccination and antiviral treatment are anticipated to be the most effective medical strategies for reducing pandemic influenza morbidity and mortality. However, effective vaccines or antiviral medications may be non-existent or in limited supply. The county will coordinate the use of vaccines and/or antivirals based on their availability and the best scientific evidence at the time.

**13.** Activities identified in any given pandemic phase are not necessarily assumed to be completed during that phase; activities started in one phase may continue into subsequent phases or reoccur as additional waves of the pandemic become evident.

**14.** County agencies supporting this Annex may need to fully develop and implement agency-specific continuity of operations plan. Plans should include lines of succession at least three persons deep.

**15.** Government at all levels will likely be overwhelmed in a pandemic. This may have an adverse effect on the ability for the county to acquire support from the State or federal support under the National Response Plan.

## **F. Concept of Operations (New York State & Erie County)**

**1.** Initial notification of pandemic flu cases (in non-humans) may be realized through Federal or State agricultural agencies. Similarly, initial notification of a potential case of a pandemic influenza in humans may be realized through Federal or State health surveillance networks. In either of the above noted cases, this information will be quickly disseminated throughout the Nation, the



State of New York and Erie County.

- 2.** If a pandemic influenza is discovered in the county (in non-humans), response actions will commence as identified in the Annex for *Emerging Infectious Diseases in Non-Human Populations*. Surveillance in the public health sector will be elevated to identify potential cases of the virus in humans.
- 3.** Initial notification of a potential case of pandemic influenza in county will likely come from practitioners, the health departments or from hospital emergency departments. This information will be realized through a variety of formal information and reporting mechanisms that exist within the health and hospital networks, overseen by the State Department of Health.
- 4.** Samples for testing and surveillance taken by the provider will be sent to a local or State laboratory for analysis and confirmation.
- 5.** Upon receipt of a confirmation that a potential pandemic has started or is imminent, notifications will be made to county public health sector via the mechanisms managed by the State Department of Health. The county health department will, in turn, notify the county emergency management office.
- 6.** Upon receipt, the Erie County Emergency Manager will consult with the county health and other county agencies, as appropriate, to determine if conditions warrant a collective county response. At this point, the Group will consider the demographics and implications of the potential event and explore the anticipated response issues and consequences specific to the disease. The discussion should determine if the event can be mitigated through daily statutory-type responses (at the local level) or if the response warrants an activation of the county Emergency Operations Center (EOC).
- 7.** If conditions warrant the activation of the EOC, the county emergency manager will notify other appropriate county agency representative and the SEMO Regional Office.
- 8.** The county may implement a variety of protective actions in responding to the event. These include imposing isolation and quarantine, distributing vaccine and antivirals (if available) through the use of traditional and/or non-traditional points of dispensing (PODs), implementing movement restrictions and controls, and responding to human needs issues.
- 9.** The county chief elected official may declare a local State of Emergency and promulgate emergency orders to assist in the overall management of the incident.
- 10.** If the county is overwhelmed, the county emergency manager will request state assistance from SEMO, who will coordinate the multi-agency State response activities in support of the State Department of Health.
- 11.** State assistance will be supplemental to local efforts. Support may include

providing public health and emergency medical support, mortuary support, implementing traditional and/or non-traditional points of dispensing (PODs) for vaccine, providing security in quarantine and isolation, providing human-needs support and requesting/supporting operations of the Strategic National Stockpile (SNS).

**12.** The Governor could exercise his authority in declaring a State Disaster Emergency, directing any and all State agencies to provide assistance under the coordination of SEMO on behalf of the State Disaster Preparedness Commission.

**13.** SEMO will coordinate with the Department of Homeland Security (DHS)/Federal Emergency Management Agency (FEMA) in implementing the activation of the National Response Plan (NRP) and federal Emergency Support Functions (ESF) #8 (Health and Medical) and other ESFs as needed.

**14.** The county will interoperate with the State's response through the use of a variety of command elements consistent with the National Incident Management System (NIMS) and Homeland Security Presidential Directive (HSPD) 5. These include coordinating with the State Incident Management Assistance Team (IMAT), Area Command, a Joint Information Center (JIC) and the State EOC.

**15.** Disaster recovery in the county will be coordinated by the Erie County Emergency Management Office in coordination with SEMO.

## **G. Authorities**

The authority to develop this Annex and implement specific response actions to effectively respond to a pandemic can be found in a variety of New York State Laws, regulations and Federal authorities, including:

### **1. Local & State Authorities**

NYS Executive Law, Article 2B.

NYS Public Health Law; Multiple Articles and sections.

NYS Code Rules and Regulations; Title 10, multiple citations.

### **2. Federal Authorities**

Section 361 of the Public Health Service (PHS) Act (42 U.S.C. 247d) authorizes the Secretary to make and enforce regulations necessary to prevent the introduction, transmission, or spread of communicable diseases from foreign countries into the United States, or from one state or possession into any other state or possession. CDC administers these regulations as they relate to quarantine of humans. Diseases for which individuals may be quarantined are specified by Executive Order 13375, which amended the Executive Order 13295 to include pandemic influenza. Other provisions permit HHS to establish quarantine stations, provide care and treatment for persons under quarantine,

and provide for quarantine enforcement.

## **H. Plan Maintenance and Updating**

This Annex will be routinely updated and supplemented as Federal, State, County and local plans and procedures evolve. Plan changes may be based upon experiences and lessons-learned from exercises, or from real-world events.

# **Section II: Risk Reduction**

## **A. Preparedness**

To some extent, risk reduction measures are taken on an on-going, routine basis. While more risk reduction activities will be implemented during a pandemic alert phase and pandemic period, recent events throughout the world have resulted in additional preparedness measures in a variety of ways.

### **1. Awareness and Surveillance**

A. The U.S. Department of Health and Human Services (HHS) conducts extensive surveillance and monitoring through the U. S. Centers for Disease Control (CDC). Surveillance nodes include state-level information as well as outpatient surveillance, mortality surveillance, hospital surveillance and virologic surveillance.

B. In the United States, surveillance for avian and swine influenza is conducted by states, the poultry industry, and the U.S. Department of Agriculture (USDA) Animal and Plant Health Inspection Service (APHIS).

C. The New York State Department of Health utilizes several disease surveillance networks that actively collect and analyzes information to determine an outbreak of a disease, including a pandemic. Erie County Health is actively involved in the surveillance in the county.

D. In coordination with the State Department of Health, the county health department has, and will continue to promote pandemic awareness throughout the public health sector.

E. School health professionals will coordinate with Erie County Health Department to establish passive and active surveillance techniques. Passive surveillance is the ongoing monitoring of schools district members that present themselves for treatment and exhibit influenza symptoms. Upon recommendation of appropriate health officials, active surveillance constitutes proactive interaction with members of the school district in order to identify individuals with influenza symptoms.

## **2. Planning and Training**

A. State-Level planning includes the *New York State Department of Health Pandemic Influenza Plan*, which applies public health support to local government and the health sector. In addition, the State of New York has developed a Pandemic Annex to the State CEMP, which coordinates response activities to other sectors in a multi-agency setting.

B. The Erie County health plan identifies that county health will promote and institute a variety of training throughout the public health sector before, during and after a pandemic.

C. Erie County has participated in pandemic exercises (and will continue to do so), which have served as training and planning components in preparing for a pandemic.

D. Erie County has developed points of dispensing (PODs) plans to provide vaccinations, and possibly antivirals, in times of emergencies. This capability can be utilized during a pandemic as the vaccine or antivirals become available.

E. Hospitals in New York State are already assessing surge capacities and mortuary issues, including an assessment of refrigeration capabilities that will provide valuable input into a needs assessment for Erie County.

F. Erie 1 BOCES will continue to work with Erie County in the development of this response plan and will provide the school district community information that will outline possible actions in the event of an emergency.

G. Erie County may coordinate school response actions with county response operations, including the utilization of the school as a public shelter or other function in support of the response.

## **3. Continuity of Operations Planning**

A. In the event of a pandemic, the Superintendent of Schools or designee should expect and seek guidance from State and County Health and Education Officials regarding expectation of daily operations. Erie 1 BOCES also recognizes that in the absence of governmental guidance, that preventative measures shall be considered in order to ensure the welfare of the students and staff. Erie County has a stated intention to activate the Emergency Operation Center (EOG) upon receipt of confirmation of suspected knowledge of a pandemic event. Depending on the nature of the threat, the EOG may provide guidance or directives pursuant to the authority granted under NYS Executive Law.

B. Following guidelines from the CDC that are based on a Pandemic

Severity Index, the focus of the NYSDOH and the ECDOH will be to keep schools open. However, orders for preventative school closures by the NYSDOH and ECDOH could be issued, also known as "Snow Days" that may last as long as 12 weeks depending on the Pandemic Severity Index. In the event of long term closures, Erie 1 BOCES will identify critical staff to assist in the basic operation of the administration, alternative instruction and maintenance of the physical plant. If necessary, individuals identified will be provided basic personal protective equipment and will minimize person to person contact and contact with common objects where possible.

C. If a pandemic threat becomes evident, immediate consideration will be given to enter into a dialogue with the employee bargaining agents to seek freedoms and waivers from current labor agreements that have provisions that will make it impossible for the district to maintain key physical plant operations and altered student instruction.

D. Erie 1 BOCES is currently examining alternative methods of instruction, in the event that public health concerns require interruption to traditional methods. These alternative methods may include web based instruction, distance learning, email and US Postal Mail communication, telephonic delivery of assignments and instruction, utilization of radio, public television and cable access. Continuity of student learning and core operations is a priority.

## **Section III: Response**

### **A. Overview**

Response to a pandemic will be coordinated local by the Erie County Health Department. In identifying the county's response actions, it is important to note that during a pandemic, the Erie County Health Department will retain their responsibility. The key functional areas of the pandemic influenza response are surveillance and epidemiologic investigation, vaccine and antivirals operations, non-medical containment, surge capacity, infection control guidance to healthcare facilities, and risk communications. The role of the county emergency management is to provide the coordinative controls and support outside the direct purview or statutory responsibility of the county health department. The role of this school district is to follow applicable guidance from State and County authorities, promote the health and wellness of the school district community and remain focused on our mission of education.

### **B. Alert, Notification and Activation**

***(The following measures are NYS recommendations. Erie County may or may not elect to utilize these levels of EOC activation)***

Activation of the Erie County Emergency Operations Center (EOC) will be as

follows:

1. **Level 1:** The Erie County maintains a readiness posture, while conducting normal day-to-day operations, and conducts surveillance and monitoring of any potential emergency. Similarly, diseases surveillance is ongoing at a county and State level.

2. **Level 2:** This level is initiated when the county emergency management office receives notification from the county health department that a potential pandemic may be imminent or is occurring in the region/county and can be identified as being in one of the following phases:

- Phase 3: Pandemic Alert Period - Human infection(s) with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.
- Phase 4: Pandemic Alert Period- Small clusters(s) with limited human-to-human transmission but spread is highly localized, suggesting that the virus is not well adapted to humans.

At this point, an education community representative may be asked to attend a county meeting of a local Multi-Agency Coordination (MAC) Group to consider and discuss the implications of the event. The MAC will be composed of members from county and local agencies with direct incident management responsibilities or significant incident management support or resource responsibilities. The county MAC will:

- ensure that each agency involved with incident management or incident support activities (if any) is providing appropriate situational awareness and resource status information to the county emergency manager.
- ensure that each agency establishes priorities in preparing for the event, including identifying available resources, potential resource shortfalls, and the ability to implement an agency-specific continuity of operations plan;
- coordinate and resolve potential legal or policy issues arising from the event, and provide strategic coordination as required.

The MAC may initially include members from the following agencies:

County Manager	County Emergency Management
County Health	County Sheriff
County EMS Coordinator	County Fire Coordinator
Local law enforcement	County Coroner
Red Cross Chapter	BOCES School Representative(s)
Tribal Representative (if any)	Cooperative Extension (if animal-borne)

3. **Level 3:** This level is initiated when the emergency manager receives

notification from the county health department that a potential pandemic may be imminent or is occurring in the region/county and can be identified as being in the following phase:

- Phase 5: Pandemic Alert Period - Larger cluster(s) but human-to-human spread is still localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk). It begins when notification of the event is realized through disease surveillance (State and local) and/or laboratory testing.

**For a Level 3 activation**, the emergency management office will request the following agencies to send a representative to the EOC:

County Manager	County Emergency Management
County Health	County Sheriff
County EMS Coordinator	County Fire Coordinator
Local law enforcement	Cooperative Extension (if animal-borne)
Red Cross Chapter	BOCES School Representative(s)
Tribal Representative (if any)	

At this level, the following actions may be taken:

- The initiation of Level 3 is based on information received from the county health department.
- The county health department may request emergency measures of Erie County to support local response activities.
- Risk communications will be disseminated to the general public, to include subject matter as identified in the county health department plan. (Guidance was issued to LHDs for risk communications by the State Department of Health).
- Preparations may be made to implement isolation or quarantine measures.
- Travel restrictions may be imposed for the area of concern.
- Schools and public gatherings in the area of concern may be cancelled or closed. Other institutions, such as rehabilitation facilities, hospitals, correctional facilities and universities may impose restrictions on ingress and egress in the area of concern.

4. **Level 4:** This level is initiated when the emergency management office receives notification from the county health department that a pandemic is occurring in the county and can be identified as being in the following phase:

- Phase 6: Pandemic Period - Increased and sustained transmission in general population.

**For a Level 4 activation,** In addition to those identified in Level 3, the county emergency management office will request the following county agencies to send a representative to the State EOC:

Other agencies:

County Attorney	Office for the Aging
Public Works	Purchasing
Civil Service	Consumer Affairs
County Clerk	Economic Development
General Services	Human Resources
Management and Budget	Citizen Corps (if established/available)
Medical Reserve Corps (MRC)	representative (if established/available)

At this level, the following actions may be taken:

- Invoking isolation, quarantine or social-distancing requirements using local and State authorities, as appropriate, and coordinating with the State on measures to prevent the intrastate spread of influenza. Actions may include the closing of schools, cancelling public gatherings and imposing movement restrictions in the general public and institutions, such as rehabilitation facilities, hospitals, correctional facilities and universities.
- Utilizing local facilities that can serve as triage and treatment centers, medical facilities, distribution sites and staging areas.
- Coordinating the implementation of public health and medical response assets (if available) to include drugs and medical supplies such as antivirals, vaccine (if available) and assets from the MERC and/or the Strategic National Stockpile. This may be accomplished through the use of traditional and/or non-traditional PODs.

It is important to reiterate that multiple waves of a pandemic can be anticipated throughout the life cycle of the event. If the county, in its response, identifies that a pandemic is subsiding or is between waves, response efforts will slightly scale back to assess the response and prepare for the next wave, if any. During this time, the EOC activation level will return to a Level 2 with the ability to quickly return to a higher level, if needed.

### **C. Response Organization**

The State of New York, Erie County and Erie 1 BOCES endorse the use of one response organizational structure that will include all responding agencies: local, State and federal. State agencies will be organized under the framework of the National Incident Management System (NIMS) Incident Command System as required Homeland Security Presidential Directive (HSPD) #5. ICS will be incorporated at the local and federal levels as well. Specific to pandemic, the county will utilize a Unified Command structure to coordinate the overall county response and will utilize all of the



NIMS components deemed necessary to effectively manage the incident. If school representation is required at the Erie County EOC, the BOCES District Superintendent or designee will report and act as liaison to his/her component LEAs.

The Education representative to the EOC will:

- Utilizing guidance from county health, disseminate safe practices, risk information and sanitary information to the school community at-risk.
- Coordinate the response actions of the schools with county response operations, including requesting the utilization of various schools as public shelters or other function in support of the response.

## **Section IV: Recovery**

### **A. Overview**

The nature of a pandemic is such that the event will not likely conclude within a set period of time. Unlike other natural disasters, a pandemic will likely come in waves, causing resurgence in the response until immunity is developed or vaccine has been widely distributed. While the period between waves may be difficult to identify or predict, recovery from an influenza pandemic begins while the pandemic is still in progress, and continues during the periods between waves and following the pandemic.

### **B. Demobilization of the Response**

The Post Pandemic Phase is initiated when county emergency management office receives notification from the county health department that a pandemic is subsiding or is between waves. This will be based on disease surveillance from the county and State Department of Health surveillance networks, including federal counterparts. As the pandemic subsides and the county EOC demobilizes, several actions or activities may be realized, including:

- Relaxing quarantine and isolation measures, rescinding the State of Emergency or Emergency Orders, relaxing traffic and access control points, if not already demobilized.
- Assessing resources and authorities that may be needed for subsequent pandemic waves.
- Communicating with the State, healthcare providers, the media, and the public about any subsequent pandemic waves.
- Conducting an assessment of coordination during the period of pandemic disease and revise response plans, as needed. This may include a formal after-

action review of pandemic response activities.

## **C. The Recovery Process**

### **1. Funding and Compensation**

Whenever the Governor finds that a disaster has occurred or may be imminent and local capabilities may be exceeded, the Governor may declare a State Disaster Emergency. Whenever the Governor finds that the event is of such severity and magnitude that the State will be overwhelmed, the Governor can request federal assistance.

The State Comprehensive Emergency Management Plan outlines the disaster relief funding and programs that would be applicable for an incident of this type. Included are provisions for Public Assistance (PA) and Individual Assistance (IA), which would aid in supporting government response operations and provide some recovery assistance for individuals and their families, businesses and sectors identified in the preceding pages.

The County has provisions to implement disaster recovery mechanisms, including IA and PA, at the local level. County personnel have been identified to support applicant briefings, damage assessments and the administration of other State and/or federal programs. The implementation of the complete recovery process is identified in Section IV of the Erie County CEMP.

### **2. Social and Economic Effects**

The economic effects of a pandemic on the district, even on a small scale, may be enormous to the victims and their families. Employment may be affected.

### **3. Continual Mental Health and Support Services**

While unfortunate, it is recognized that a pandemic will likely result in a number of fatalities. In doing so, a pandemic will not discriminate when impacting the population. The district community may need support from experiencing the loss of loved ones, but also from experiencing movement and restriction controls that are extremely uncommon to our way of life.

During the response phase, disaster mental health services will be provided through the county office of mental health. Mental health is the lead in ensuring that mental health services are available at the local level and is responsible for coordinating State and federal mental health resources that are requested through county emergency management office to SEMO.

### **4. Risk Reduction in Recovery**

#### **A. Surveillance**

Surveillance in the post-pandemic phase will be conducted by local, State

and federal public health care settings. In the State, ongoing virologic surveillance will be carefully coordinated by the State Department of Health to optimize the available resources and surveillance methodologies. Similarly, in the county, the county health department will be utilizing the public health surveillance systems in the county which would include schools. The surveillance will be key in quickly identifying any potential imminent waves of the pandemic to allow the county and the State to resume the response posture.

## **B. Public Awareness**

Public awareness and risk communications will be vital in a successful recovery process and resumptions of normal operations.

### **Additional Resources**

- ▶ *National Strategy for Pandemic Influenza*, Homeland Security Council; November, 2005.
- ▶ U.S. Department of Health and Human Services *Plan for Pandemic Influenza*; December, 2005.
- ▶ Source: U.S. Centers for Disease Control
- ▶ U.S. Department of Health and Human Services *Plan for Pandemic Influenza*; December, 2005
- ▶ *National Strategy for Pandemic Influenza Implementation Plan*; May, 2006
- ▶ [www.flu.gov](http://www.flu.gov)
- ▶ [http://www.redcross.org/services/prepare/O\\_1082,0239\\_00.html](http://www.redcross.org/services/prepare/O_1082,0239_00.html)
- ▶ [www.erie.gov/health](http://www.erie.gov/health)
- ▶ [www.nyhealth.gov](http://www.nyhealth.gov)

## Considerations and Potential Action Items

### Actions Now

- ▶ Cross training staff in essential positions
- ▶ Passive influenza screening and reporting systems
- ▶ Develop awareness training programs for immediate implementation, with ability to enhance degree of training in relation to current situation
  - Training programs should be age appropriate and utilize existing public health guidelines and standards on infection control procedures (Hand washing, covering coughs, communicating when you are ill, etc)
- ▶ Open up lines of communication between various agencies and government
- ▶ *Reasonable* Stock Piling (Soaps, towels, masks, gloves, tissues)
- ▶ Exercise your emergency plans. Familiarize key staff on expectations during emergencies.
- ▶ Policy Statements (Modified attendance, transporting ill students, sick leave staff/students, use of sick days/compensation/disability)
- ▶ Direct deposit for all staff
- ▶ Public relations - Communicate your efforts and identify how you will share information to your school community during a pandemic.

### Actions Upon Warning of Pandemic

- ▶ Identify responsible persons to develop a plan for active screening.
- ▶ Implement isolation procedures (stay home) for those who are sick or have close contact with sick. (i.e. Family member, classmates, teammates, close friends,)
- ▶ Massive education blitz of infection control procedures
- ▶ Hazard assessment - is threat legitimate? How will it affect my district? Where did the information come from? (State? County? CNN?)
- ▶ Public relations - Communicate intentions and future actions

### Actions Upon Arrival of Pandemic

- ▶ Focus will be on keeping schools open.
- ▶ If needed, incremental dismissal plan with minimal person to person contact.
- ▶ Close School "Snow Day" 12 weeks is a possible NYSDOH Recommendation
- ▶ Implement alternative communication methods. (limited face to face contact)
- ▶ Coordinate with local/government authorities for use of school facilities for community contingency shelters/hospitals-clinics/meal preparation/ morgue operations

### Continuity of Operations Issues

- ▶ Staffing plan to maintain facilities (25%, 50% staffing?? - assess your needs)
- ▶ Staffing plan to maintain central office (business office, payroll, personnel, superintendent's office)
- ▶ Home & alternative instruction
- ▶ Redundancy of essential positions
- ▶ Phased return
- ▶ Contingency planning for abbreviated school year.
- ▶ Mental health services - develop method to identify those in need of assistance

**APPENDIX 5**

**CONTINUITY OF OPERATIONS PLAN**

**(ATTACHED)**

# **Clarence Central School District**

## **Continuity of Operations Plan**

**February 22, 2021**

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

# TABLE OF CONTENTS

<b>Promulgation . . . . .</b>	<b>1</b>
<b>Purpose, Scope, Situation Overview, and Assumptions . . . . .</b>	<b>2</b>
<b>Purpose . . . . .</b>	<b>2</b>
<b>Scope . . . . .</b>	<b>2</b>
<b>Situation Overview . . . . .</b>	<b>2</b>
<b>Planning Assumptions . . . . .</b>	<b>3</b>
<b>Concept of Operations . . . . .</b>	<b>3</b>
<b>Mission Essential Functions . . . . .</b>	<b>4</b>
<b>Essential Positions . . . . .</b>	<b>7</b>
<b>Reducing Risk Through Remote Work and Staggered Shifts . . . . .</b>	<b>8</b>
<b>Remote Work Protocols . . . . .</b>	<b>8</b>
<b>Staggered Shifts . . . . .</b>	<b>9</b>
<b>Personal Protective Equipment . . . . .</b>	<b>10</b>
<b>Staff Exposures, Cleaning, and Disinfection. . . . .</b>	<b>11</b>
<b>Staff Exposures . . . . .</b>	<b>11</b>
<b>Cleaning and Disinfecting . . . . .</b>	<b>13</b>
<b>Employee and Contractor Leave . . . . .</b>	<b>13</b>
<b>Documentation of Work Hours and Locations . . . . .</b>	<b>13</b>

## Promulgation

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

This plan has been developed with the input of the Civil Service Employees' Association (CSEA) as required by the amended New York State Labor Law.

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

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

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

Signature: \_\_\_\_\_

Dr. Matthew Frahm  
Superintendent

Date: \_\_\_\_\_



# Purpose, Scope, Situation Overview, and Assumptions

## Purpose

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

## Scope

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

## Situation Overview

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

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

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

## Planning Assumptions

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

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

- The health and safety of our employees and contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expects us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job
- The [NYS Department of Health COVID-19 toolkit guidance](#), updates will determine if school staff are essential workers.

## Concept of Operations

The Superintendent of Clarence Central School District, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent. The district will utilize numerous communication channels to inform parents, students, teachers, administrators, support staff and the community in general of procedures and protocols with respect to the public health emergency.

Upon the determination of implementing this plan, all employees and contractors of Clarence Central School District shall be notified by the email and text messaging system, with details provided as possible and necessary, with additional information and updates provided on a regular basis. All district employees, parents and guardians, and the Board of Education will be notified of pertinent operational changes by way of the email and text messaging system.

Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Business Administrator will maintain communications with the public and constituents as needed throughout the implementation of this plan.

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

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

## **Mission Essential Functions**

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

Essential functions are those functions that enable an organization to:

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

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

Essential functions are prioritized according to:

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

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

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

<b>Essential Function</b>	<b>Description</b>
<b>Superintendent of Schools</b>	Oversees and plans. Assigns critical functions assuring compliance with all CDC, DOH and NYSED requirements. Establishes communication with staff and parents to execute and standardize district goals. Communicates with the Board of Education directly.
<b>Business Administrator</b>	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District. Oversees the functions of the Business Office. Communicates directly with administration to assist with planning and daily functions to achieve District goals and maintain safety equipment and supplies.
<b>All Administrators</b>	Coordinates functions delegated by the Superintendent of Schools. Assigns tasks to facilitate and accomplish district goals. Oversees personnel assigned to tasks. Ensures critical functions are being performed as necessary. Provides regular progress reports on daily activities necessary to accomplish district goals. When directed by the Superintendent of Schools, the administration is responsible for communicating and updating employees in district policy.
<b>Director of Facilities and Operations</b>	Coordinates functions with the Superintendent of Schools, Business Official, Administration and Staff. Responsible for staffing, maintenance activities, custodial duties including ordering supplies, training, scheduling to meet the needs of the district. Instructs and informs staff of district policy and procedures including personal protection, cleaning procedures and methods of reporting and receiving issues and concerns that may affect or enhance safety procedures. Maintains a current inventory of supplies and safety equipment and provides staff and services as needed. Inventory includes maintaining a cache of necessary supplies and equipment through reordering and replenishing stock so as not to fall short of critical supplies. Schedules outside maintenance activities. Ensures third party contractors and all staff know and follow all school, CCD, DOL and DOH policies while on school district property.

<b>Technology Department</b>	Provides support to ensure critical infrastructure is in place to provide effective building support and educational support securely. Works directly with the Superintendent of Schools and Administration staff to ensure communication and internet stability. Provides the necessary equipment and approved software to staff and students to perform the functions of each necessary school sector to maintain building maintenance, day to day operations, and educational needs.
<b>Nurses</b>	Assists with the goals of the district. Provide medical insight and support to help maintain a healthy school population. Assists with planning and achieving district goals. Provides support and assistance to carry out orders from the Medical Director, CDC, DOH and NYSED regulations.
<b>Building Secretaries</b>	Staff will continue to perform vital services as directed by the Superintendent of Schools and directed by their school administrator. The District will determine need based on individual circumstances and can be utilized in school or remotely.
<b>Maintenance Staff</b>	Maintenance staff will perform vital services to keep and maintain essential equipment for onsite and remote learning. Maintenance staff and work will be overseen by the Director of Facilities and Operations. Staff will be informed of school procedures and adhere to all personal safety protocols required by the CDC, DOL (PESH), and DOH at all times.
<b>Custodial Staff</b>	Custodial staff will work as directed by the Director of Facilities and Operations and Custodial Supervisor. The Director of Facilities and Operations and Custodial Supervisor will oversee and ensure school buildings are being cleaned properly. Custodial staff has received pandemic awareness training. Training provided essential information about communicable diseases.
<b>Educational</b>	The Assistant Superintendent for Instruction and Curriculum will work with the Superintendent and Administration to determine the level of on-site education and or implement the District Remote Learning Plan.
<b>Outside Contractors</b>	Outside contractors will be scheduled and work will be performed with the oversight of the Director of Facilities and Operations. All outside contractors will notify the Director of Facilities when they arrive on-site. Outside contractors will be informed of district procedures and policy before they are allowed to work on the premises. Companies performing work on site will provide their employees with the proper PPE to comply with District policy.
<b>Food Service</b>	All Food Service operations will be determined by the Business Administrator. All District protocols will be initiated by the District Food Service contractor.
<b>Transportation</b>	Transportation will provide services directed by the Business Administrator. The Transportation Coordinator will supervise operations. The District will provide safe and secure transportation based on the needs of the District and learning environment. Records will be maintained accurately to ensure bus safety procedures are being followed. The District will continually inform staff and parents of changes to procedures as necessary.

<b>B.O.E</b>	The Board of Education and Superintendent of Schools will dictate school policy and procedures.
<b>Outside Deliveries</b>	Deliveries will be coordinated with the Director of Facilities and Operations, Custodial Supervisor, and Building Custodians. The Director of Facilities will inform companies of District Policy and procedures in advance. All delivery agents will be required to notify the district prior to arrival on District and strictly adhere to district policy while on site. Employers will be required to provide their employees with the proper PPE to work safely while on site.
<b>Employee Assistance Program (EAP) &amp; Family Support Center (FSC)</b>	We will ensure that the District's EAP, FSC and Special Education Department is on high alert as mental health issues for students, faculty and staff need to be managed.

## Essential Positions

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

<b>Essential Function</b>	<b>Essential Positions/Titles</b>	<b>Justification for Each</b>
Information Technology	Technology Coordinator	The IT manager establishes all priorities for IT task and organizes staff. IT staff members provide support in setting up hardware and software, network management, and help desk support.
Administration and Oversight	Superintendent of Schools	The Superintendent is the decision-maker for the entire district.
Operations	Business Administrator	Business Administrator ensures all essential functions are maintained.
Education	Assistant Superintendent for Instruction and Curriculum	The Assistant Superintendent for Instruction and Curriculum determines the educational plan.
Facilities	Director of Facilities and Operations and Operations	The Director of Facilities and Operations maintains the necessary level of cleaning and sanitizing.
Administration	Principals, Assistant Principals, Directors, Supervisors	The Principals, Assistant Principals, and Directors are the liaisons between students, families, and employees in the building.
Cleaning and Sanitizing	Buildings and Grounds Staff, Custodial Maintenance, and Laborers and Grounds man	Performs all cleaning and sanitization and necessary upkeep of the buildings.

Support	District Clerical Staff	Provides necessary support for all Administrators.
Health Services	Nursing Coordinator	Directs all Health Services.

## Reducing Risk Through Remote Work and Staggered Shifts

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

### Remote Work Protocols

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

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

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

#### District will assess needs in the following areas:

- **Mobile Device Assessments:**
  - Survey departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
  - Conduct a cost analysis of technology device needs
- **Internet Access Assessments:**
  - Survey departmental staff to determine the availability of viable existing at-home Internet service
  - Conduct a cost analysis of Internet access needs

#### Providing Mobile Devices and Internet Access:

- To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
- To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential

commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

### **Technology & Connectivity for Students - Mandatory Requirements:**

- To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

### **Mobile Devices Delivery:**

Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
  - Identify students' technology needs to include adaptive technologies
  - Use the Asset Tracking Management System procedures to check out all mobile devices
  - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
  - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet.

### **Staggered Shifts**

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



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

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

## **Personal Protective Equipment**

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

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

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The Coronavirus pandemic demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

Protocols for providing PPE include the following:

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

The Director of Facilities and Operations and the Custodial Supervisor will be responsible for insuring the proper PPE is available at all buildings for required applications. The District will work to ensure we maintain a six month supply of PPE as directed above for all faculty, students.

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

## Staff Exposures, Cleaning, and Disinfection

### Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following CDC guidelines, we have established the following protocols:

- A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
  1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for a period determined by CDC/public health guidance for the communicable disease in question.
    - a. As possible, these employees will be permitted to work remotely during this period of time if they are not ill.
    - b. All necessary parties will be notified of staff exposure through contact tracing.
    - c. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing.
  2. CDC guidelines for COVID-19 provide that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
    - a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
    - b. In-person interactions with the subject employee or contractor will be limited as much as possible.
    - c. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol at least every hour, as practical. See the section on Cleaning and Disinfection for additional information on that subject.
    - d. If at any time they exhibit symptoms, refer to item B below.
    - e. The Superintendent of School, or his designee, in the organization is the decision-maker in these circumstances and who is responsible for ensuring these protocols are followed.
- B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
  1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
  2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.

3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.
  4. **Clarence Central School District** will not require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for sick leave, or return to work unless there is a recommendation from the CDC/public health officials to do so.
  5. CDC criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 24 hours have passed since the last instance of fever without the use of fever-reducing medications. If the disease in question is other than COVID-19, CDC and other public guidance shall be referenced.
  6. The Director of Human Resources in the organization must be informed in these circumstances and who is responsible for ensuring these protocols are followed.
- C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
1. Apply the steps identified in item B, above, as applicable.
  2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
    - a. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
    - b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
    - c. See the section on Cleaning and Disinfection for additional information on that subject.
  3. Identification of potential employee and contractor exposures will be conducted
    - a. If an employee or contractor is confirmed to have the disease in question, the Superintendent or his designee should inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
    - b. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow CDC/public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

## **Cleaning and Disinfecting**

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

1. As possible, employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum, in conjunction with District custodial staff.
  - a. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected at least hourly.
  - b. The Custodial Supervisor under supervision from the Director of Facilities and Operations will coordinate and establish cleaning guidelines and schedules for all cleaners to cover the common areas listed above.
2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
3. Soiled surfaces will be cleaned with soap and water before being disinfected.
4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

## **Employee and Contractor Leave**

Public health emergencies are extenuating and unanticipated circumstances in which Clarence Central School District is committed to reducing the burden on our employees and contractors. The Families First Coronavirus Response Act provided requirements related to the COVID-19 pandemic, which form the policies outlined below. This policy may be altered based upon changes in law or regulation, as applicable.

Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of Clarence Central School District, and as such are not provided with paid leave time by Clarence Central School District unless required by law.

## **Documentation of Work Hours and Locations**

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work, off-site visits.

This information may be used by Clarence Central School District to support contact tracing within the organization and may be shared with local public health officials.