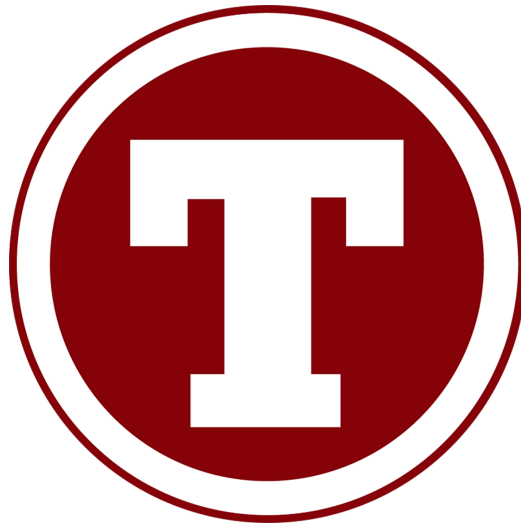


TONAWANDA CITY SCHOOL DISTRICT



DISTRICT-WIDE SCHOOL SAFETY PLAN

2023-2024

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	2200 - 2240
	to an Emergency Where Appropriate	
C.	District Resources Available for Use During an	2300 - 2325
	Emergency	
D.	Descriptions of Procedures to Coordinate School	2400 - 2410
	District Resources and Manpower During	
	Emergencies	
E.	Procedures for Annual Multi-Hazard School	2500
	Training for Staff and Students	
F.	Procedures for the Review and Conduct of Drills	2600
	and Other Exercises to Test the Components of	
	the Plan	

SECTION 3000: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A.	Policies and Procedures for Responding to Implied	By Policy Number
	or Direct Threats of Violence by Students, Teachers,	
	Visitors and Others	
B.	Standard Operating Procedures for Emergencies	3101 - 3151
C.	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.....4100
From Emergency Responders and Local Government
Agencies
- B. Article 2-B of the Executive Law4200
- 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
- B. Policies and Procedures for the Dissemination of
Informative Materials Regarding the Early Detection
of Potentially Violent Behaviors
- C. Appropriate Prevention and Intervention Strategies5200
- D. Strategies for Improving Communication Between
Students and Staff and Reporting Potentially
Violent Incident

APPENDICES

- Appendix 1 - SRO Memorandum of Understanding (Tonawanda CSD and
Tonawanda Police Department)
- Appendix 2 - Communicable Disease Continuity of Operations Plan
- Appendix 3 - Alyssa's Law
- Appendix 4 - TCSD Emergency Remote Instruction 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 21st 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

A. PURPOSE

The District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Tonawanda City School District Board of Education, the Superintendent of Tonawanda City 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

B. DISTRICT-WIDE SAFETY TEAM MEMBERS

The Tonawanda City 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

Membership Roster

Name	Representative Area
Jason Balling	Elementary SRO
Mark Banks	Office of Emergency Management
Karen Ammerman	Tonawanda Elementary Nurse
Mike Brown	Tonawanda MS Principal
Brandon McGuire	Fire Department EMT
Brett Carruthers	NYSIR
Kara LaVarnway	Transpo Bus Service
Sue Dahl	School Cleaner
Christa Young	Director, Special Ed.
John Willie	Facilities Director
Mark Whyte	Erie 1 BOCES Finance
Mark Kingston	Maintenance
Maureen Zarcone	Teacher
Dennis Kwaczala	Erie 1 BOCES Safety
Joelle Labert	Social Worker
Captain Sereno	Fire Department
Rob Ross	Tonawanda Elementary Principal
Timothy Oldenburg	Superintendent
Kristin Schmutzler	School Board President
Claudia Panaro	Tonawanda Elementary Principal
Mary Beth Scullion	Assistant Superintendent, Instruction
Lyndsey Todaro	Tonawanda HS Principal
Mark Mucci	School Psychologist
TBA	City of Tonawanda Chief of Police
Chief Patrick McNulty	City of Tonawanda Fire Chief
Dr. Thomas Szalkowski	School Physician
Andrea Wisniewski	School Board Vice President
Renee Smith	HS Assistant Principal
Ken Turner	Red Cross Shelter Coordinator
Tom Balk	School Security Officer
Kyle Gallivan	SRO HS / MS
Taneka Wright	Parent
Alicia Saunders	Parent

C

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.
- Local emergency officials play an important role in managing response actions in emergency situations. Assistance from these officials is obtained by:
 - 1.) Asking for their input in the planning process. If possible, include them as a member of the district-wide and building teams.
 - 2.) Include them in the training of staff and students.
 - 3.) Use their expertise and experience in the conduct of all drills, including tabletop exercises.
 - 4.) Discussing all resources available in Article 2-B is invoked.

D

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 1 of each year.
- Pursuant to Commissioner's Regulation 155.17(e)(3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education by September 1 of each year.
- 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.
- Full copies of the District-Wide School Safety Plan and any amendments will be posted on the District's website within 30 days of adoption but no later than October 15 of each year. Building-Level Emergency Response Plans will be provided to local, State Police and local Fire Service within 30 days of adoption but no later than October 15 of each year.

SECTION 2000: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency, including:

- The process for identifying the sites,2100
 (School Safety Audit Checklist)
- Identification of Sites of Potential Emergencies Guideline2101
- The location of potential sites2102

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

- Emergency closing2205
- Early dismissal2210
- Evacuation (before, during and after school2215
 hours, including security during evacuation and
 evacuation routes)
- Shelter In Place2220
- Lockdown2225
- Lockout2226
- Sheltering sites (internal and external)2230
 Agreements2235 - 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 Populations2300 - 2301
- Personnel Resources2305 - 2310
- Communication Resources, Specifics2315 - 2316
- Transportation Resources2320
- Vehicle Inventory2325

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 to2400
make decisions (Chain of Command)
- Variations of Emergencies and Chain of Command2401
- Command Center Location2402
- Identification of the staff members assigned to2403 - 2406
provide assistance during emergencies, district,
building level
- Public Information/Media Notification Plan2410

E. Procedures for annual multi-hazard school training for2500
staff and students, including the strategies for
implementing training related to multi-hazards

F. Procedures for the review and conduct of drills and other2600
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

- Tabletop Exercises.....2601

A

SCHOOL SAFETY AUDIT CHECK LIST

Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

Yes	Improve	No	Imple- ment	Safety and Security of Buildings and Grounds
				<u>School Exterior and Play Areas</u>
				School grounds are fenced. If yes, approximate height _____.
				Gates are secured by good padlock and chains after hours.
				<u>Signage:</u>
				Drug-free zone signs are posted.
				Bus loading and drop-off zones are clearly defined.
				Parent drop-off and pick-up area is clearly defined.
				There is only one clearly marked and designated entrance for visitors.
				Signs are posted for visitors to report to main office through a designated entrance.
				"Restricted" areas are properly identified.
				<u>Landscaping</u>
				Shrubs and foliage are trimmed to allow for good line of sight (3'-8' rule.)
				All poisonous shrubs, trees and foliage have been removed.
				Boundary edges are free from trees and telephone poles.
				<u>School Bus Zone:</u>
				Access to bus loading area is restricted to other vehicles during loading/unloading.
				Staff are assigned to bus loading drop off areas.
				<u>Lighting</u>
				There is adequate lighting around the building
				Lighting is provided at entrances and other points of possible intrusion.
				Accessible lenses are protected by some unbreakable material.
				Directional lights are aimed at the building
				Exterior light fixtures are securely mounted.

SCHOOL SAFETY AUDIT CHECK LIST

Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

Yes	Improve	No	Imple- ment	Safety and Security of Buildings and Grounds
				<u>School Exterior and Play Areas</u>
				<u>Windows and Doors</u>
				Entrances to school property can be observed from the school and are adequately secured after hours
				If campus style, doors are locked when classrooms are vacant
				Ground floor windows: no broken panes and locking hardware in working order
				Basement windows are protected with grill or well cover.
				Outside hardware has been removed from all doors except at point of entry.
				<u>Play Areas</u>
				Play areas are fenced
				Good visual surveillance of play equipment is possible
				Vehicular access to play areas is restricted
				<u>Vehicular and bicycle parking</u>
				Visual surveillance of bicycle racks is possible
				Visual surveillance of parking lots from main office is possible
				Driver education vehicles are secure
				Students are issued parking stickers for assigned parking areas
				Student access to parking area is restricted to arrival and dismissal times
				Parking area has been designated for students who must leave school during regular hours to begin work

SCHOOL SAFETY AUDIT CHECK LIST

Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

Yes	Improve	No	Imple- ment	Safety and Security of Buildings and Grounds
				<u>School Exterior and Play Areas</u>
				<u>Security</u>
				All areas of school buildings & grounds are accessible to patrolling security vehicles
				There is a central alarm system in the school. If yes, describe:
				High-risk areas (office, cafeteria, computer room, music room, shops, labs are protected by high security locks and an alarm system
				Unused areas of the school can be closed off during after school activities
				There is two-way communication between: _____ Classroom and main office _____ Duty stations and main office _____ Re-locatable classrooms and main office
				Students are restricted from loitering in corridors, hallways, stairwells & restrooms
				Students are issued identification badges
				There are written regulations restricting student access to school grounds & buildings
				There is a schedule for maintenance for checking lights, locks/hardware, storage sheds, portable classrooms
				The school ground is free from graffiti, trash and/or debris

SCHOOL SAFETY AUDIT CHECK LIST**Date:** _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

Yes	Improve	No	Implement	Safety and Security of Buildings and Grounds
				<u>School Interior</u>
				The entrance lobby is visible from the main office
				Visitors are required to sign in
				Proper identification is required of vendors, repairmen, etc.
				Visitors are issued ID cards or badges
				Full and part-time staff, including bus drivers, are issued ID cards or other identification
				Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school
				Students are required to have written permission to leave school during school hours
				<u>Lighting</u>
				The hallways are properly lighted
				Bathrooms are properly lighted
				Bathrooms are supervised by staff
				Stairwells are properly lighted
				Switches and controls are properly located and protected
				Access to electrical panels is restricted
				The possibility of lower energy consumption and high lighting levels with more efficient light sources has been explored
				<u>Doors</u>
				Faculty members are required to lock classrooms upon leaving
				Multiple entries to the building are controlled and supervised
				Doors accessing internal courtyards are securely locked
				Mechanical rooms and other hazardous storage areas are kept locked
				The school maintains a record of all maintenance on doors, windows, lockers or other areas of the school
				<u>Signage</u>
				Exit signs are clearly visible and pointing in the correct direction

SCHOOL SAFETY AUDIT CHECK LIST

Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

Yes	Improve	No	Imple- ment	Safety and Security of Buildings and Grounds
				<p><u>Miscellaneous</u></p> <p>Does vandalism take place? If yes, check all areas that apply:</p> <p><input type="checkbox"/> Classrooms <input type="checkbox"/> Locker rooms</p> <p><input type="checkbox"/> Hallways <input type="checkbox"/> Play areas</p> <p><input type="checkbox"/> Bathrooms <input type="checkbox"/> Other _____</p>
				<p>Vandalism takes place during: (check all that apply):</p> <p><input type="checkbox"/> Before School <input type="checkbox"/> During School hours</p> <p><input type="checkbox"/> After School <input type="checkbox"/> Weekends</p> <p><input type="checkbox"/> Other _____</p>
				<p>Do assault and battery incidents take place? If yes, check all areas that apply:</p> <p><input type="checkbox"/> Classrooms <input type="checkbox"/> Locker rooms</p> <p><input type="checkbox"/> Hallways <input type="checkbox"/> Play areas</p> <p><input type="checkbox"/> Bathrooms <input type="checkbox"/> Other _____</p>
				<p>During what periods of the day do assault and batter incidents happen?</p> <p><input type="checkbox"/> Before School <input type="checkbox"/> Change of class</p> <p><input type="checkbox"/> After School <input type="checkbox"/> Lunch period</p> <p><input type="checkbox"/> Other _____</p>

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

ON-SITE

BUILDING	SITE	MATERIAL

B

**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 stations designated by the Board of Education.

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. Handicapped persons – 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. Handicapped individuals
- 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 should 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

SHELTER IN PLACE

Shelter in Place

There are times when it is necessary to remain in place or 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 done when there is a threat of or actual weather related incident or a bomb threat.

Shelter in Place 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 SHELTER procedure may be implemented in two ways:
 - a. SHELTER 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).

NOTE: The district has a specific Shelter IN Place Plan per building.

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. Do not rely on school personnel with keys to be available to assist in the release.

NOTE: The district has a specific Lockdown Plan per building.

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.

NOTE: The district has a specific LOCKOUT Plan per building.

2220

2230

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

OFF-CAMPUS

EVACUATING SITE	# STUDENTS/STAFF	RECEIVING SITE	# THAT CAN BE SHELTERED

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

EVACUATING SITE	RECEIVING SITE

FACILITIES AGREEMENTS

STATEMENT

Tonawanda City School District 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.

Tonawanda City School District

AGREEMENT

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

Facility Name

Hereby agrees that its facilities located at:

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

In consideration for the granting of such permission, the _____ 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

Date

Title

C

C. DISTRICT RESOURCES**SCHOOL DISTRICT ENROLLMENT/STAFF**

SCHOOL	GRADES	# STUDENTS	# ADMIN.	#TCHR/ STAFF/CUST
Tonawanda MS/HS				
Tonawanda ES				

DISTRICT ENROLLMENT – SPECIAL EDUCATION DIVISION

SCHOOL	# STUDENTS	# TEACHER/STAFF
Senior High School		
Middle School		
Tonawanda Elementary		

Contact Person and Phone Number:

Christa Young 716-694-1002

BOCES SPECIAL EDUCATION CLASSES

SCHOOL	# STUDENTS	# TEACHER/STAFF
Senior High School	fluctuates	
Middle School	fluctuates	

OTHER SCHOOL DISTRICT PERSONNEL

TITLE	NAME	WORK
<i>Superintendent:</i>	Dr. Timothy A. Oldenburg	716-694-7784
<i>President, Board of Education:</i>	Kristin Schmutzler	716-207-2912
<i>Assistant Superintendent</i>	Marybeth Genovese-Scullion	716-694-7688
<i>Director of Special Education</i>	Christa Young	716-694-7684
<i>Director for Business/Finance</i>	TBD	716-694-7680
<i>Vice President, Board of Education</i>	Andrea Wisniewski	716-445-3081
<i>Director of Facilities & Operations:</i>	John Willie	716-694-8855
<i>AHERA Designee:</i>	John Willie	716-694-8855
<i>Principal(s)/Bldg.:</i>	Lindsey Todoro, THS Michael Brown, TMS Rob Ross, TES Claudia Panaro, TES	716-694-7660 716-694-7660 TBD TBD
<i>Custodian(s):</i>	Scott Spooner, 1 st Shift Engr Liana McKinney, 1 st Shift Engr Steve Lawson, TES Liana McKinney, TES	716-694-7670 716-694-7670 TBD TBD
<i>Transportation Supervisor:</i>	TBD	716-694-7680

Qualified School Medical Personnel are available in each school building.

6/2023

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.

COMMUNICATION SPECIFICS

BUILDING: _____

MAIN SWITCHBOARD

Yes _____ No _____

If yes:

1) Is it functional to all rooms? Yes _____ No _____

2) Comments

P.A. SYSTEM

Yes _____ No _____

If yes:

1) Is it functional to all rooms? Yes _____ No _____

2) Is it functional outside? Yes _____ No _____

TELEPHONE SYSTEM

Yes _____ No _____

If yes:

1) Number of Lines: _____

2) Published Non-Published

3) Does each classroom have a telephone: Yes _____ No _____

4) Each classroom telephone can be used to make the following calls:

Internal _____ Outside _____ N/A _____

5) Are telephones operational in the event of a loss of electrical power? Yes _____ No _____

6) If no, list which telephones ARE operational:

CELLULAR PHONES

- 1) How many district owned cellular phones are available in this building? _____
- 2) List the individuals in possession of these phones with numbers:

TWO-WAY RADIOS

- 1) Are two-way radios available in this building? Yes _____ No _____
- 2) If yes, how many? _____
Location(s):

- 3) What individuals are trained to use them?

BULL HORNS

- 1) How many are available in this building? _____
- 2) Where are they located?

MESSENGER SYSTEM

- 1) In the event of loss of power and time Is not essential, is there a messenger system in place to communicate with all occupants? Yes _____ No _____
- 2) If yes, list responsibilities

COMPUTERS

- 1) Does each classroom have a desktop or laptop to receive email? Yes _____ No _____
- 2) Can email be sent to all district staff at one time? Yes _____ No _____

PAGERS

- 1) Are pagers available? Yes _____ No _____
- 2) How many? _____
- 3) List the individuals in possession of pagers and numbers:

Individual

Pager #

- | | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
- 4) Are they digital only? Yes _____ No _____
- 5) Can they receive a message? Yes _____ No _____

PUPIL TRANSPORTATION

Transpo

Contacts:

Transpo (Kara LaVarnway): 716-264-4090

Tonawanda CSD (Jenna Richards): 716 -694-7690 ext. 6007

VEHICLE INVENTORY

NUMBER	YEAR	MAKE	ID#	TYPE	ASSIGNED TO	FUEL

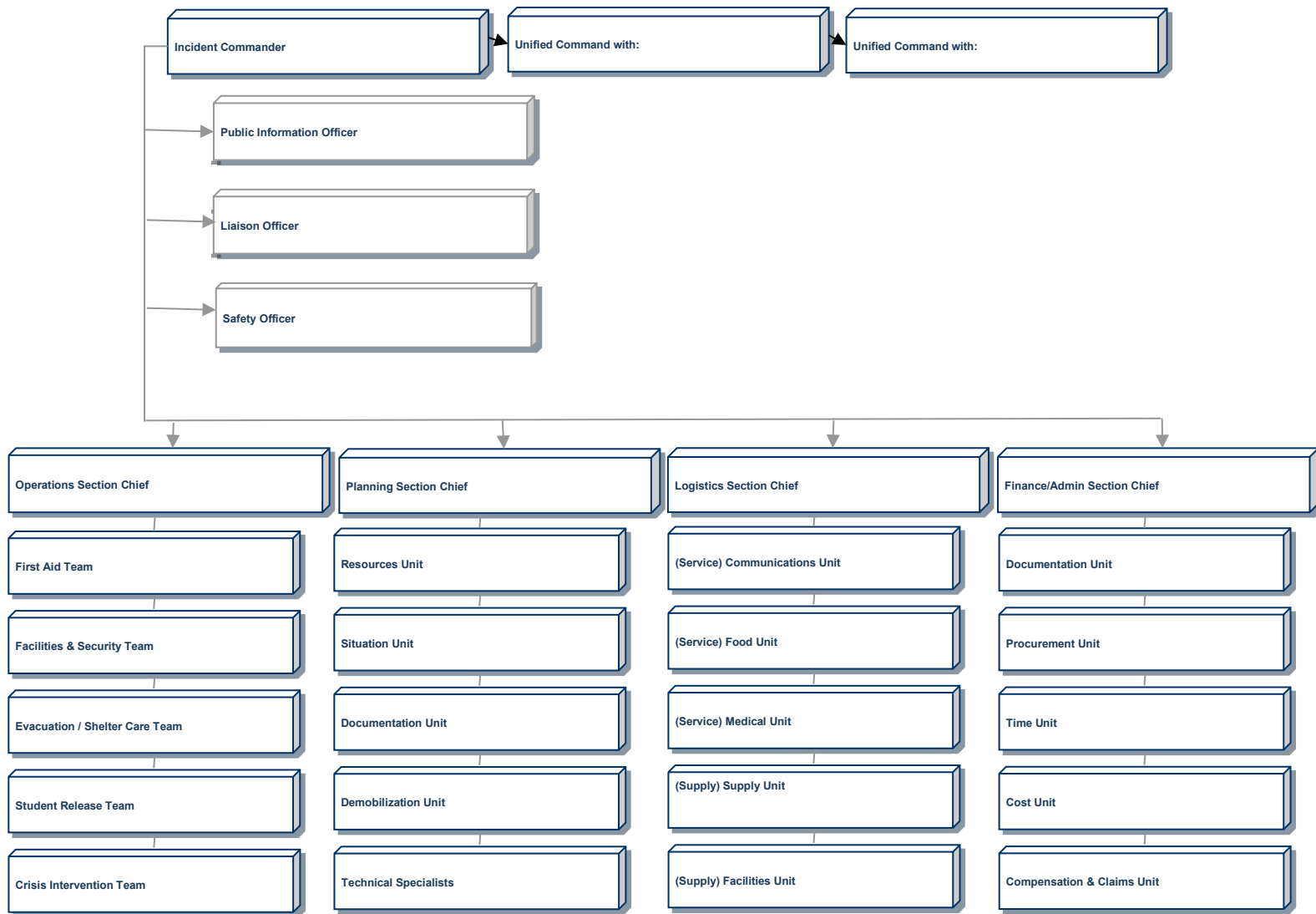
TRACTORS

NUMBER	YEAR	MAKE	ID#	TYPE	ASSIGNED TO	FUEL

D

D. CHAIN OF COMMAND & VARIATIONS OF EMERGENCIES

This organization utilizes the Incident Command System (FEMA)



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: Administration Building
100 Hinds Street
Tonawanda, NY 14150-2098

Alternate Location: **Depending on Circumstances**

Tonawanda Elementary School
Tonawanda, NY 14150

DUTIES OF DISTRICT-WIDE INCIDENT COMMAND AND OPERATIONS STAFF

Incident Commander (IC) <i>(Superintendent)</i>	Develop Incident Action Plan (IAP). Has overall responsibility at the incident or event. Sets objectives and priorities based on agency direction.
Deputy Incident Commander <i>(Superintendent Designee)</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.
Public Information Officer (PIO) <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. <u>ALL</u> media contact will be through this individual.
Liaison Officer <i>(Supt. of Buildings & Grounds/ 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.
Operations Officer <i>(Building Principal, Supt. of Buildings & Grounds/Director of Facilities)</i>	Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).
Logistics Officer <i>Supt. of Buildings & Grounds/ Director of Facilities, Building Principal)</i>	Provides resources and all other services needed to support the incident.
Planning Officer	Develops the Incident Action Plan to accomplish the objectives. Collects and evaluates information, maintains status of assigned resources.
Finance/Administration <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

Primary Operations Administrator	Building Principal/Designee
Communications Liaison	Send and receive messages to and from outside personnel as needed by principal and other listed coordinators.
Emergency Services Liaison	Meet and coordinate first aid and other medical services.
Evacuation Site Coordinator	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.
Parent/Guardian Liaison	Handles all communications with parents and oversee the release of students after all attendance procedures are completed at the alternate site.
Site Management Attendance Coordinator	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.
Transportation Coordinator(s)	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.
Mechanical Services Liaison	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.
Off-Site Emergency Coordinator(s)	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.
Other Personnel	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.

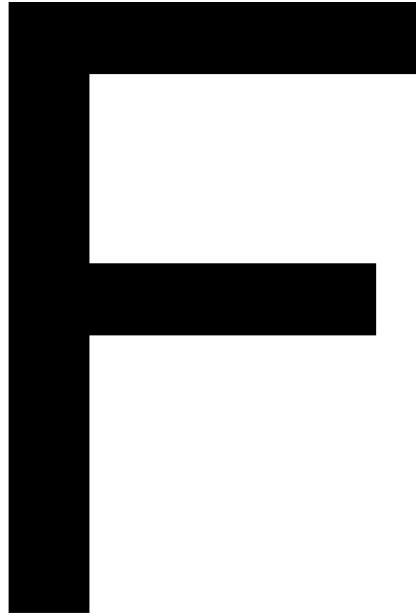
Provide updates to the media as events unfold, even after the initial crisis is handled.

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

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

The Tonawanda City 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 Tonawanda City 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.



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

The Tonawanda City School District, in coordination with local and county emergency responders, will conduct and review drills, such as table tops, that are components of the Comprehensive District Wide Multi-Hazard Plan. The Tonawanda City School District will annually prioritize and schedule drills in conjunction with local and county officials. At the completion of any scheduled drill, the Tonawanda City 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.

TABLETOP EXERCISES

What are they?

An activity in which key staff are presented with simulated emergency situations without time constraints. Key staff should include school personnel, local and county emergency officials.

The exercise should be:

1. informal
2. carried out in a conference room environment
3. designed to elicit constructive discussion by participants as they attempt to examine and then resolve problems based on existing plans
4. beneficial for participants to evaluate plans and procedures and to resolve questions of coordination and assignment of responsibilities in a non-threatening format with minimum stress.

The Process

The tabletop, in its simplest form, begins with a simulated event that is usually described in a narrative.

The Purpose

To create for the players an “emergency” scene to which they will respond. Response is made to a set of problems related to the emergency scene.

Discussion

Takes place among the participants to solve the problems presented using the resources available to them.

Deliberate Attempt

To examine basic emergency planning and resource allocation problems without concerns for:

1. time pressures
2. stress
3. actual simulation of specific events
4. the ability to discuss decisions in depth with an emphasis on slow-paced problem solving rather than rapid, spontaneous decision making.

SECTION 3000: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school

- Code of Conduct By Policy Number
- Maintenance of Public Order By Policy Number
- Threats of Violence By Policy Number
- School Code of Conduct By Policy Number
- Student Suspension By Policy Number
- Weapons in Schools By Policy Number
- Gun Free Schools By Policy Number
- Alcohol, Drugs and Other Substances (Students) By Policy Number
- Alcohol, Drugs and Other Substances (Personnel) By Policy Number
- Corporal Punishment/Physical Restraint By Policy Number
- Searches and Interrogations By Policy Number
- Anti-Harassment By Policy Number
- Power to Suspend: Alternative Education Programs By Policy Number

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

Building Related

- Emergency Utility Shut-Offs3101
- Loss of Power3102
- Natural Gas Leak3103
- Heating System Failure3104
- Loss of Building3105
- Sewage System Failure3106
- Water System Failure3107

Natural Disasters

- Storm-Snow/Ice3120
- Storm-Thunder/Lightning3121
- Tornado3122
- Take Cover Plan3122
- Earthquake3123
- Flood3124

SECTION 3000: RESPONDING TO THREATS AND ACTS OF VIOLENCE - Continued

Environmental

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

Civil Disturbances

• Bomb Threat	3140
• Biological Release Threat (Telephone)	3141
• Telephone Threat Form.....	3142
• Biological Release Threat (Letter/Package).....	3143
• Hostage/Kidnapping	3144
• Intruder.....	3146
• Threats of Violence	3147
• Acts of Violence	3148

Medical Emergencies

• General Guidelines for Medical Emergencies	3150
• Student Mental Health Emergency Response.....	3151
• School Bus Accident and/or Fire	3152

C. 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

A

A. POLICIES & PROCEDURES

**REFER TO DISTRICT
POLICY MANUAL**

B

B. BUILDING RELATED

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.

BUILDING NAME	
	<u>LOCATION OF SHUT OFF</u>
NATURAL GAS:	
ELECTRIC:	
WATER:	
AIR HANDLING UNIT:	
NOTE:	

Response Action:Person(s) Responsible

- | | |
|---|--|
| 1. Upon discovery or detection of an electrical system failure: <ul style="list-style-type: none">a. Sound fire alarm if there is any question as to the safety of the building occupantsb. Notify head of Building Maintenancec. Notify Supt. of Buildings & Grounds or Director of Facilities | 1. First person on the scene. |
| 2. Notify Building Administrator | 2. Head of Building Maintenance |
| 3. Evaluate problem insofar as possible | 3. Supt. of Buildings & Grounds, or Director of Facilities |
| 4. Notify Superintendent | 4. Building Administrator |
| 5. Curtail or cease building operations, as appropriate: <ul style="list-style-type: none">a. Hold at Schoolb. Early Dismissalc. Evacuated. Resume Normal Activitye. Make proper notifications | 5. Building Administrator |
| 6. Evaluate problem and commence appropriate <u>remedial</u> action | 6. Supt. of Buildings & Grounds or Director of Facilities |
| 7. Termination of Contingency:
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 |
| 3. Notify Superintendent of Buildings and Grounds or Director of Facilities | 3. Head of Building Maintenance |
| 4. Notify Building Administrator | 4. Supt. of Buildings & Grounds or Director of Facilities |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Curtail or cease building operations as appropriate:
a. Hold at School
b. Early Dismissal
c. Evacuate
d. Resume Normal Activity
e. Make proper notifications | 6. Building Administrator |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action | 7. Supt. of Buildings & Grounds or Director of Facilities |
| 8. Termination of Contingency:
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. Supt. of Buildings & Grounds or Director of Facilities |
| 4. Evaluate problem insofar as possible | 4. Supt. of Buildings & Grounds or Building Administrator |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Curtail or cease building operations as appropriate:
a. Hold at School
b. Early Dismissal
c. Evacuate
d. Resume Normal Activity
e. Make proper notifications | 6. Building Administrator |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action | 7. Supt. of Buildings & Grounds or Director of Facilities |
| 8. Termination of Contingency: Notify staff, parents and students | 8. Superintendent |

Comments:

Response Action:

1. Relocate Education Program(s) displaced by an emergency which renders all or parts of a building unusable for school
2. Establish remedial response, as appropriate for the day incident occurred
 - a. Hold at School
 - b. Early Dismissal
 - c. Evacuate
 - d. Resume normal activity
3. Revise pupil transportation system as necessary
4. Notify school districts of any changes
5. Notify staff, parents, and students
6. Recovery
 - a. Assess damage, cause, effect, remediation
 - b. Cleanup; following insurance company concurrence
 - c. Ascertain insurance settlement, if any
 - d. Develop architectural/engineering solutions as needed
 - e. Develop instructions to contractors - plans and specifications; bid procedures; if not a formally declared emergency
 - f. Progress with work in accordance with procedures for any public capital project.

Person(s) Responsible:

1. Building Administrator, Superintendent
2. Building Administrator Superintendent
3. Superintendent, Building Administrator, Transportation Supervisor
4. Superintendent
5. Superintendent
6. Board of Education Superintendent; Director of Facilities or Supt. of Buildings & Grounds; Business Official

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 Supt. of Buildings & Grounds or Director of Facilities | 2. Head of Building Maintenance |
| 3. Evaluate problem insofar as possible | 3. Head of Building Maintenance,
Supt. of Buildings & Grounds or
Director of Facilities |
| 4. Notify Building Administrator | 4. Supt. of Buildings & Grounds or
Director of Facilities |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Curtail or cease building operations, as appropriate:
a. Hold at School
b. Early Dismissal
c. Evacuate
d. Resume normal activity
e. Make proper notifications | 6. Building Administrator |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action
Superintendent,
Business Official | 7. Director of Facilities, Supt. of
Buildings & Grounds,
Board of Education, |
| 8. Termination of Emergency
a. Notify staff, parents and students
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. Notify Supt. of Buildings & Grounds or Director of Facilities | 2. Head of Building Maintenance |
| 3. Evaluate problem insofar as possible. Commence established remedial response | 3. Supt. of Buildings & Grounds, or Director of Facilities; Head of Building Maintenance |
| 4. Notify Building Administrator | 4. Supt. of Buildings & Grounds or Director of Facilities |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Curtail or cease building operations, as appropriate:
a. Hold at School
b. Early Dismissal
c. Evacuate
d. Resume normal activity | 6. Superintendent |
| 7. Termination of Contingency
a. Notify staff, parents and students
b. Resume building operation | 7. Superintendent |

Comments:

B. NATURAL DISASTERS

Response Action:Person(s) Responsible:

1. Monitor weather and road conditions

1. Superintendent

2. Close schools if conditions deteriorate.

2. Superintendent

3. Institute A Go - Home plan

3. Superintendent

4. Notify parents via radio & television

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:

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

Person(s) Responsible:

1. Building Administrator, Superintendent
2. Building Administrators
3. Building Administrators
4. Building Administrators; teachers
5. Building Administrator
6. Superintendent
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. Supt. of Buildings & Grounds, or Director of Facilities |
| 4. Notify parents via radio & television | 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. Hold at School
c. Evacuate
d. Resume normal activity

2. Superintendent

3. Notify parents via radio & television

3. Superintendent

Comments:

B. ENVIRONMENTAL

Response Action:

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

Person(s) Responsible:

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

Comments:

ASBESTOS FIBER RELEASE EPISODE

Response Action:

1. Remove occupants from room, area, wing immediately. Isolate the area as soon as possible.
2. Notify Building Administrator
Notify Head of Building Maintenance and Supt. of Buildings & Grounds
3. Notify school district AHERA designee
4. Shut down or modify air handling unit to restrict air movement.
5. Contact Asbestos Response Team (see next page)
6. Lock and secure room in closed condition.
7. If possible, duct tape perimeter of door
8. Post signs to prevent entry by unauthorized persons, if needed
9. Curtail or cease building operations, as appropriate
 - a. Evacuate
 - b. Early Dismissal
10. Contact Erie 1 BOCES Safety Risk Management for assistance in coordinating air sampling (TEM)
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.
Maintain security of the release area.
12. Make proper notifications.

Person(s) Responsible:

1. First person on scene
2. First person on scene
3. Building Administrator
4. Building Maintenance
5. AHERA Designee
6. AHERA Designee
7. AHERA Designee
8. AHERA Designee
9. Building Administrator
10. AHERA Designee
11. Superintendent
12. Superintendent

Comments:

AHERA Designee

Name: John Willie

Phone Number – Work: (716) 694-8855

Phone Number - Cell: (716) 692-9700

Response Action:Person(s) Responsible:

- | | |
|--|---------------------------|
| 1. Upon occurrence of an explosion in a building:
a. Activate fire alarm
b. If fire alarm is inoperative notify Building Administrator by runner | 1. First person on scene |
| 2. Curtail or cease building operations:
a. Evacuate
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:
a. Notify Director of Facilities or Superintendent of Buildings & Grounds
b. Notify Building Administrator | 1. First person on scene |
| 2. Evaluate the problem insofar as possible
a. Stop source of spill if possible

b. Commence established remedial response | 2. Director of Facilities or Supt. of Buildings & Grounds |
| 3. Notify the local fire department and follow their instructions | 3. Director of Facilities or Supt. of Buildings & Grounds |
| 4. Within 2 hours of discovery of leak or spill the DEC <u>must</u> be contacted

DEC Hotline: 1-800-457-7362 | 4. Director of Facilities or Supt. of Buildings & Grounds |
| 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:
a. Early Dismissal
b. Evacuate
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
2. Evacuate the building
3. Summon Fire Department
4. Upon arrival, advise Fire Department of the situation and follow their instructions
5. Notify Superintendent
6. Termination of emergency
7. Resume, curtail or cease building operation, as appropriate
 - a. Evacuate
 - b. Early Dismissal
 - c. Resume normal activity
8. Make proper notifications

1. First person(s) on scene
2. Building Administrator
3. Building Administrator/Designee
4. Building Administrator
5. Building Administrator
6. Fire Department
7. Superintendent
8. Superintendent, Building Administrator

Comments:

B. CIVIL DISTURBANCES

**New York State Education Department
Bomb Threat Response Guideline**

**3140
1 of 6**

Revised February 2007

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.)

- **Do not open** or squeeze the envelope or package.
- **Do not pull** or release any wire, string, or hook.
- **Do not** turn or shake the letter or package.
- **Do not** put the letter or package in water or near heat.
- **Do not** touch the letter or package, thereby compromising fingerprint evidence.
- **Do** move people away from the suspected envelope or package.
- **Do** notify the state and/or local police (911).
- **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.
 - Be aware that law enforcement agencies generally do not initially send out bomb sniffing dogs.
 - 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).

PLACE THIS CARD

UNDER YOUR
TELEPHONE

QUESTIONS TO ASK:

1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

EXACT WORDING OF THE THREAT:

Sex of caller: _____ Race: _____

Age: _____ Length of Call: _____

ADDITIONAL INFORMATION
ON REVERSE

**BOMB THREAT
INSTRUCTIONS**

3140
5 of 6

Number at which call is received:

Time: _____ Date: _____

CALLER'S VOICE:

_____ Loud	_____ Soft
_____ High	_____ Deep
_____ Intoxicated	_____ Disguised
_____ Calm	_____ Angry
_____ Fast	_____ Slow
_____ Stutter	_____ Nasal
_____ Distinct	_____ Slurred
_____ Accent (type) _____	
_____ Other Characteristics: _____	

If voice is familiar, who did it sound like? _____

BACKGROUND SOUNDS:

_____ Voices	_____ Airplanes
_____ Quiet	_____ Trains
_____ Animals	_____ Music
_____ Street Traffic	_____ Factory Machinery
_____ Office Machinery	
_____ Other _____	

THREAT LANGUAGE:

_____ Well spoken (educated)	_____ Incoherent
_____ Foul	_____ Taped
_____ Irrational	_____ Message read by threat maker

REMARKS:

Report call immediately to:

Phone Number: _____

Date: _____

Name: _____

Position: _____

Phone Number: _____



School Bomb Threat Reporting Form

In 1999, the Office of Facilities Planning started collecting data on school bomb threats via a reporting form included in the February 1999 school bomb threat guidance document issued by the State Education Department and the State Police. This process predated the Uniform Violent Incident Reporting (UVIR) process mandated by Project SAVE – which also includes school bomb threat data.

Since the UVIR system is now operational, please note that we are no longer accepting the 1999 bomb threat reporting form. Please report all bomb threat data annually on the UVIR. This will eliminate duplicate work by both school and SED staff. For additional guidance on the UVIR, please see: [Safe Schools Against Violence in Education \(SAVE\):NYSED:SSAE](#).

Response Action:Person(s) Responsible:

Upon notification of a Biological Release
by telephone:

- | | |
|--|--|
| 1. The person receiving the call should gather as much information as possible by using the supplied "Telephone Threat Form." | 1. First to contact |
| 2. Upon completion of the telephone threat, the person receiving the call should attempt to immediately trace the call. | 2. First to contact |
| 3. Contact the building principal, if this happens in Central Office contact the Superintendent by telephone. | 3. First to contact |
| 4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet. | 4. Principal, Superintendent |
| 5. Notify Buildings & Grounds to shut down the HVAC units throughout the building. | 5. Principal, Superintendent |
| 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. | 6. Principal, Superintendent, Teachers, Staff |
| 7. Activate the Hold In Place and Secure/ Lockdown plan. Curtail the following until an assessment is made by police, fire and local disaster coordinator:
a. Free movement throughout the building
b. Food preparation and distribution
c. Let staff and students know of the situation and how often they will be updated | 7. Principal, Superintendent Teachers, Staff |
| 8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment. | 8. Police, Fire, Disaster Coordinator Superintendent |
| 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. | 9. Superintendent |
| 10. If the incident escalates, arrangements should be made for the following:
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.
2. Staging area for the media. Timely reports given to avoid inaccurate information. | 10. Superintendent |
| 11. Implement appropriate plan
a) Resume normal activity
b) Early dismissal | 11. Superintendent |

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? _____

BIOLOGICAL RELEASE THREAT BY LETTER/PACKAGE

Response Action:

Person(s) Responsible:

Upon notification of a Biological Release
by letter or package:

- | | |
|--|--|
| 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. | 1. First to contact |
| 2. Secure the area, do not leave or let any one into the area. | 2. First to contact |
| 3. Contact the building principal, if this happens in Central Office contact the Superintendent by telephone. | 3. First to contact |
| 4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet. | 4. Principal, Superintendent |
| 5. Notify Buildings & Grounds to shut down the HVAC units throughout the building. | 5. Principal, Superintendent |
| 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. | 6. Principal, Superintendent, Teachers, Staff |
| 7. Activate the HOLD IN PLACE plan. Curtail the following until an assessment is made by police, fire and local disaster coordinator:
a. Free movement throughout the building
b. Food preparation and distribution
c. Let staff and students know of the situation and how often they will be updated | 7. Principal, Superintendent Teachers, Staff |
| 8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment. | 8. Police, Fire, Disaster Coordinator Superintendent |
| 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. | 9. Superintendent |
| 10. If the incident escalates, arrangements should be made for the following:
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.
2) Staging area for the media. Timely reports given to avoid inaccurate information. | 10. Superintendent |
| 11. Implement appropriate plan
a) Resume normal activity
b) Early dismissal | 11. Superintendent |

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 Hold in Place and Secure/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 Hold in Place and Secure/
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. Use of staff trained in de-escalation or other strategies to diffuse the situation. | 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, include the possible use of Emergency Response Team. | 5. Building Administrator |

Comments:

Response Action:Person(s) Responsible:

- | | |
|--|---------------------------|
| 1. Determine level of threat with Superintendent/Designee | 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 |

Comments:

B. MEDICAL EMERGENCIES

<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. Access 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.

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 Center (SSC) and contact the parent, guardian, or person in parental relation to the student.
3. The SSC 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.

Comments:

/2016

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) on scene |
| 3. If necessary, request emergency assistance.
Ambulance, fire department and/or police | 3. Qualified person(s) on scene |
| 4. Notify Building Administrator, if needed. Request
spare vehicle to transport uninjured pupils | |
| 5. Identify the victims and where they are being
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:

C

C. 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.

C.

SAMPLE

THREATS OF VIOLENCE IN THE SCHOOL: NOTIFICATION TO PARENT/GUARDIANS

 (Date)

Dear Parents/Guardians:

Due to recent events which have occurred in schools throughout the country, our school district has placed renewed efforts and priority on helping to ensure a safe and secure school environment for our students and staff, and to implement measures to prevent school violence.

We are asking your cooperation in helping us address the issue of violence in our schools. It is only through cooperation with the home that the schools can be successful in implementing appropriate standards of student behavior.

Attached to this letter is a copy of our School District Policy addressing Threats of Violence in the School. We have also enclosed for your review a copy of a summary of the *Code of Conduct for the Maintenance of Order on School Property* which provides a list of sample proscribed activities (which is not intended to be exhaustive), as well as the range of disciplinary actions which may be taken. The complete *Code of Conduct* shall be available upon request.

Effective immediately, if your child threatens violence against others, whether staff and/or students, or makes threats involving the school or school buildings, he/she will face immediate disciplinary action as well as possible referral to local law enforcement agencies.

Additionally, the school district retains the right to seek restitution for any costs or damages incurred as a result of a student's actions and/or threats, such as the evacuation of the school building.

We are requesting that you discuss with your child the importance of his/her cooperation in reporting threats of violence against others, suicide threats, or threats involving the school building by calling the school hotline or reporting the threat to faculty members or the building principal.

Please discuss the attached Policy and *Code of Conduct* summary with your child, and sign and return the bottom portion of this form to the classroom teachers within the next seven (7) days.

Sincerely,

 (Principal)

Please detach and have your child return to his/her classroom teacher.

My child, _____, and I have read, discussed and understand the Policy addressing Threats of Violence in the School and the *Code of Conduct* summary.

Signature of Parent(s)/Guardian(s) _____ Date _____

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>
Before School		
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">a. Radio stationsb. Principals
During School		
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">a. Transportation Supervisorb. Radio and television stationsc. Principalsd. Staff and Students
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

A. IN THE EVENT OF AN EMERGENCY OR VIOLENT INCIDENT THAT REQUIRES THE ASSISTANCE OF EMERGENCY RESPONSE AGENCIES

STEP 1	Call 911
STEP 2	Give Specific Information to the 911 Dispatcher <ul style="list-style-type: none">• What type of emergency• Where – address, room, what floor• Who/how many are affected• Directions to access the scene
STEP 3	Local agencies, such as police, fire, ambulance, highway or public works, disaster coordinator will respond first
STEP 4	After assessing the emergency, LOCAL RESPONSE AGENCIES will contact county, state and federal agencies if additional assistance is necessary or if a disaster is declared which will invoke Article 2-B (See page 4200)
STEP 5	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.

B

B.
ART 2-B

EXECUTIVE LAW

§20

4200

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

HISTORY:

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

CROSS REFERENCES:

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

§ 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

**C. IN THE EVENT OF AN EMERGENCY WITHIN THE
SUPERVISORY DISTRICT TERRITORIAL LIMITS, THE
SUPERINTENDENT, OR DESIGNEE, OF THE
TONAWANDA CITY 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:	New Life Christian School 80 Luksin Drive Tonawanda, NY 14150 716-694-0071
Principal/Location/Phone:	Patricia Robinson
Assistant Principal/Location/Phone:	
Others:	
Grades:	Pre K K - 8
Number of Students:	58
Hours of School:	8:45 am – 2:45 pm
Transportation:	Rainbow Cheektowaga Central School District Kenton School District

SECTION 5000: PREVENTION AND INTERVENTION STRATEGIES

- A. Policies and procedures related to school building 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 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 courts

- 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. Description of duties, hiring and screening process, and 5400
required training of hall monitors and other school safety personnel.

A

B

C

DRAFT

MEMORANDUM OF UNDERSTANDING

Between the

_____ POLICE DEPARTMENT

AND

_____ SCHOOL DISTRICT

MEMORANDUM OF UNDERSTANDING BETWEEN THE
_____ POLICE DEPARTMENT AND
THE _____ SCHOOL DISTRICT

PROJECT “SAVE” (Safe Schools Against Violence in Education)

While violence isn’t the only safety issue schools face, the past decade has witnessed numerous acts of tragic violence in schools in all parts of the nation. Since 1992, twenty-two schools throughout the country have experienced multiple victim homicides. In the last three years alone, nine acts of violence on school grounds have resulted in the deaths of twenty-five students and four teachers, and the wounding of another seventy-two students and three school employees. These senseless acts of violence have occurred in urban, suburban and rural communities where people previously believed that such an incident could not happen in their schools. Fortunately, no school in New York State has been the site of the types of horrific violence that have occurred in other schools throughout the nation.

New York State schools, however, are not free of the types of violent student behavior and student victimization that seriously impede the educational progress of students. The 1999 Youth Risk Behavior Survey (YRBS), conducted by the Centers for Disease Control and Prevention, was administered to a representative sample of students throughout New York State high schools. The survey results document the continued presence of safety concerns on the part of many students. Students being threatened bodily harm by beating or with a weapon on school property, bringing weapons to school for protection and students not attending school due to concern for their safety were reported in the survey.

The “SAVE” legislation requires school districts to work collaboratively with local law enforcement agencies to develop strategies that will create an environment that will be conducive to the learning and teaching process.

GENERAL STATEMENT

The _____ Police Department and the Board of Education for the _____ School District recognize that the abuse of alcohol and other drugs and the threat to personal safety are societal problems and the remediation of these problems must begin at the community level. These two groups pledge to adopt a formal “Memorandum of Understanding” that will outline for both the rights and responsibilities each will assume to affect positive change.

Both parties agree that as we ask school personnel to take a more active role in observing the behavior of students and to make decisions about the appropriateness of that behavior, that the role of students, teachers, staff and the law enforcement officials involved must be clearly understood.

PROCEDURE

Any student or school district employee will immediately report any of the aforementioned noncompliance of the school district “Drug Free Policy” and “Gun Free Policy” directly to the Building administrator. The Building Administrator shall have authority to take appropriate action immediately and will notify the Superintendent as soon as is reasonably possible.

MEMORANDUM OF UNDERSTANDING

The _____ School District and the _____ Police Department agree to work collaboratively in developing a “Memorandum of Understanding” that addresses the following:

- 1) The types of incidents that require notification of the police department.
- 2) The expectations of the students, counselors, teachers and administrators regarding the discovery of alcohol and other drugs, or weapons in school, on school grounds or at school sponsored activities.
- 3) The notification process necessary when a student is found in possession of alcohol, illegal drugs or dangerous weapons.
- 4) The procedures outlining the actions of law enforcement officers when contraband is turned over to them by school officials.
- 5) The procedures by which students and parents will be notified of the adoption of this Memorandum of Understanding.

POLICE DEPARTMENT ACTION

- 1) The Chief of Police agrees that any officer responding to the school shall act responsibly to ensure that a trusting relationship is fostered with all school personnel.
- 2) The police will respond to any call relating to violations of the law as soon as is reasonably possible.

- 3) If a student is arrested, notification of parent/guardian will follow the District "Code of Conduct" policy.
- 4) In instances where the removal of the student is essential to insure the safety of himself/herself or others, the police will do so immediately and work with the school district to contact the parent/guardian as soon as is reasonably possible.
- 5) The police will remove any confiscated illegal drugs, drug paraphernalia or dangerous weapons in possession of the school administration.
- 6) The police will cooperate with the school to ensure that the education process is not disrupted whenever possible.
- 7) A designated officer will be appointed to serve on the district "Building Level SAVE Team. (Liaison)
- 8) School Administration will be notified by the police regarding incidents that were reported but not by school administration.
- 9) All police personnel will receive a copy of the procedures

ACTIONS OF SCHOOL PERSONNEL

- 1) The school district will have a procedure in place that will be used to report incidents of abuse, possession of alcohol or drugs, drug paraphernalia and dangerous weapons to school administration.
- 2) All school personnel will receive a copy of the procedure.
- 3) The Building Administrator/Designee is authorized to call the police liaison to report any illegal activity or need for assistance.

WHAT SHOULD BE REPORTED TO THE SCHOOL ADMINISTRATOR

- 1) Possession of alcohol by a minor.
- 2) Possession of illegal drugs or misuse of over the counter drugs.
- 3) The possession of drug paraphernalia.
- 4) Students suspected, found, or admitting to being under the influence of alcohol or other drugs in school or at school sponsored activities.
- 5) The possession of any firearm or other illegal weapon on school property or at school sponsored activities.
- 6) Any time there is a threat of severe bodily harm or homicide to anyone on school property or at school sponsored events.

5200
5 of 5

WHAT SHOULD BE REPORTED TO THE POLICE

- 1) Possession of alcohol by a minor aged 16-20 years old.
- 2) Possession of illegal drugs to include inhalants, marijuana, cocaine, crack, heroin, LSD, PCP, amphetamines, all steroids and designer drugs.
- 3) Any student in possession of or under the influence of alcohol or other drugs for whom a parent or immediate family member cannot be contacted.
- 4) Intoxication of any student that is deemed to be a behavior or safety problem to school personnel or other students or school property.
- 5) Possession of drug paraphernalia as described in the penal law.
- 6) Possession of illegal weapons.

- 7) Where there is a threat of bodily harm or homicide to anyone on school property or school sponsored events, the individual threatened may elect to file a formal complaint with the police department.

(Signature) President – Board of Education

Date

(Signature) Superintendent

Date

(Signature) Building Principal

Date

(Signature) Chief of Police

Date

D

The Tonawanda City 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 Tonawanda City School 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 school, home and community for peaceable schools
- Train staff to listen and question effectively

E

E. DESCRIPTION OF DUTIES, HIRING AND SCREENING PROCESS, REQUIRED TRAINING OF HALL MONITORS AND OTHER SCHOOL SAFETY PERSONNEL.

The process of establishing the duties for hall monitors and other school safety personnel shall rely on past practice, or be completed by civil service with consultation of the Tonawanda City School District, or shall be determined by the Tonawanda City School District pursuant to applicable Federal, State, County and Municipal guidance. (Example found in appendix)

The Tonawanda City School District is an equal opportunity employer. The Civil Rights Act 1964 prohibits discrimination in employment because of race, sex or national origin. Public Law 90-202 prohibits discrimination because of age. Section 504 of the rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

The process of hiring hall monitors and/or school safety personnel will follow applicable Federal, State, County and Municipal laws & Guidelines. The qualifications for such positions will be established by civil service when applicable or by the Board of Education. On or after July 1st, 2001, all newly hired school personnel will be required to submit two sets of fingerprints for the purpose of background checks, consistent with the S.A.V.E. Legislation of 2000.

If the Tonawanda City School District uses the service of a contractual security company, the district should verify with the Department of State's License Bureau to ensure that the prospective contractor is an authorized employer in good standing.

If the Tonawanda City School District, a public (exempt) entity, employs at least one security guard, then the district is subject to the Security Guard Act of 1992 (General Business Law § 89-f (5), (7)). Any public entity employing a security guard must ensure that the security guard is registered with the NYS Department of State. The Department of State will only register applicants who have satisfied the requirements established by the Secretary. Registration for a security guard is effective two years. No school district shall knowingly employ a person as a security guard unless: the school district has verified with the Department (State) that such person possess a valid registration card which has not expired or been revoked; or Such school district has filed with the Department (State) in a manner prescribed by rules and regulations promulgated by the Department. (Duties of a security guard and requirements and of a NYS Security Guard

**E. DESCRIPTION OF DUTIES, HIRING AND SCREENING PROCESS,
REQUIRED TRAINING OF HALL MONITORS AND OTHER SCHOOL
SAFETY PERSONNEL - CONTINUED**

License are included in the appendix) A district employing a security guard must provide proof of self-insurance or liability insurance coverage to the Department of State in the Amount of \$100,000 per occurrence and \$300,000 in the aggregate (General Business Law § 89-g (6)). A licensed security guard in New York State must undergo an Investigation. Within five business days after the receipt of an application the department (state) shall transmit to the division (DCJS) two sets of fingerprints and the fee required pursuant to paragraph (b) of subdivision ten of section eighty-nine-h of Gen. Bus. Law and cause to be conducted a search of state files to ascertain whether the applicant has been charged with or convicted of a serious offense and may cause to be conducted an investigation to verify the information contained in the application provided. Under section 89-o of the General Business Law, the secretary of state is empowered to adopt rules and regulation implementing the provisions of this article. Such rules and regulations shall include criteria for determining whether a person is a security guard or whether a particular function is a security guard function as defined by subdivision six of section eighty-nine -f of this article.

APPENDIX 1

New York State 2019 Education Law

The 2019-2020 Enacted NYS State budget included amendments to Education Law Section 2801-a to require that school districts and charter schools adopt a written contract or memorandum of understanding that is developed with stakeholder input, that defines the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. The written contract or memorandum of understanding must clearly delegate the role of school discipline to school administration and be consistent with the code of conduct. Such contract or MOU is required to be incorporated and adopted as part of the District Wide School Safety Plan. The amendments became effective on July 1, 2019.

The Tonawanda CSD and the Tonawanda Police Department have entered into a contract which provides for the hiring of a School Resource Officer(s) for an additional support to the District's school safety plan. Therefore, to be consistent with the New York State 2019 Education Law and the District's Code of Conduct, a Memorandum of Understanding that clearly delegates the role of school discipline to school administration and be consistent with the code of conduct regarding student discipline is attached.

APPENDIX 2

COMMUNICABLE DISEASE CONTINUITY OF OPERATIONS PLAN

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020 that requires public employers, including public school districts, to adopt a continuation of operations plan in the event that the governor declares a public health emergency involving communicable disease. This continuation of operations plan as required by legislation has been added and made part of the District Wide Safety Plan. On the following pages is Tonawanda City School District's Communicable Disease Continuity of Operations Plan

Tonawanda City School District

Communicable Disease Continuity of Operation Plan

Date of Approved Plan: 2/1/2021

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

TABLE OF CONTENTS

Promulgation •	1
Record of Changes.	2
Purpose, Scope, Situation Overview, and Assumptions • •	3
Purpose • • • •	3
Scope • • • • •	3
Situation Overview	3
Planning Assumptions	4
Concept of Operations	4
Mission Essential Functions • • •	5
Essential Positions • • •	10
Reducing Risk Through Remote Work and Staggered Shifts • •	11
Remote Work Protocols	11
Staggered Shifts	12
Personal Protective Equipment	12
Health & Safety • • • •	13
Staff Exposures, Cleaning, and Disinfection. • • •	15
Staff Exposures • • • • • • • • • • • • • • • •	15
Cleaning and Disinfecting • • •	17
Employee and Contractor Leave • •	17
Documentation of Work Hours and Locations •	18

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 (SEIU) Service Employee International Union AFL-CIO-Local 200, (TASG) Tonawanda Administration Supervisor Group, (CSEIA) Civil Service Employees Independent Association, and (TEA) Tonawanda Education Association 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 Tonawanda City 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: _____

Signed on this day:

2/1/2021 By: Timothy

Oldenburg Title:

Superintendent

Record of Changes

Date of Change	Description of Changes	Implemented By

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 Tonawanda City 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 as recommended by the CDC
- 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

Concept of Operations

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

Upon the determination of implementing this plan, all employees and contractors of Tonawanda City School District shall be notified by the Email and District 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 District Messaging System. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent or his designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of Tonawanda City School District, his/her designee, or his/her 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 Tonawanda City School District, his/her designee, or his/her successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, Tonawanda City 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 students, 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 Tonawanda City School District

The Tonawanda City 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 Tonawanda City School District have been identified as:

Essential Function	Description	Priority
Superintendent of Schools	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. Establishes contacts to provide outside organizations with information relative to District plans to procedures. Communicates with the Board of Education directly.	1
Director of Business and Finance	<p>Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools and Assistant Superintendent for Instruction. 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.</p> <p>Assists the Superintendent of Schools with maintaining critical functions and Administration oversight. Provides needed guidance and advice with logistical and financial obligation; as well as record keeping. Provides purchasing support to ensure that necessary safety equipment and supply inventory can be maintained for education, maintenance, nursing, and custodial functions.</p>	1
Assistant Superintendent for Instruction	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the district with the Superintendent of Schools and Director of Business and Finance. Communicates directly with the administration to assist with planning and functions, ensuring that the instructional requirements of the district are being met. Reports to the Superintendent of Schools directly.	1
Building Administration	Coordinates functions delegated by the Superintendent of Schools. Assigns tasks to facilitate and accomplish district goals. Communicates regularly with the Assistant Superintendent for Instruction and Director of Business & Finance. 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. This includes cleaning regime, scheduling and any changes to these	1

	duties. Monitors and requests building safety equipment and supplies as needed.	
Director of Facilities and Operations	<p>Coordinates functions with the Superintendent of Schools, Director of Business and Finance, 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. Responsible for communication and updating employees in district policy, cleaning regime, schedules and constant changes to these duties.</p> <p>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. Adjusts schedules to meet current needs, updates and trains staff on proper handling and use of tools and chemicals as per the manufacturer, CDC, DOL and DOH requirements. Coordinates deliveries and ensures delivery agents know and follow district policy when on site. Schedules outside maintenance activities. Ensures third party contractors know and follow all school, CCD, DOL and DOH policies while on school district property.</p> <p>Coordinates activities with and updates the Director of Business and Finance regularly. Provides employees with proper direction for performing necessary cleaning equipment, cleaning products and protocols. Keeps records of and controls inventory, communicates directly with suppliers for ordering and receiving material and supplies to maintain an adequate cache of necessary products and materials.</p> <p>Coordinates all deliveries including deliveries from suppliers and deliveries to building staff. Assists with building schedules and arranging custodial staff and staff schedules to meet District needs. Responsible for communication and updating employees in district policy, cleaning regime, schedules and constant changes to these duties.</p>	1

Director of Technology	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. Ensures students and staff have devices to learn/work from remotely from home.	1
Director of Pupil Personnel Services	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 school nurses to carry out orders from the Medical Director, CDC, DOH and NYSED regulations. Maintains a sanitary environment. Monitors quarantine area. Keeps accurate records. Makes immediate and necessary notifications to building administrators when necessary. Coordinates activities with parents. Offers guidance to building occupants and parents. Communicates regularly with the building administration and the Superintendent.	1
Building Secretaries	Staff will continue to perform vital services as directed by the Superintendent of Schools and directed by his/her school administrator. The District will determine need based on individual circumstances and can be utilized in school or remotely. Administration will provide services necessary for staff to operate in a safe and clean environment on site. Administration will ensure all staff will be informed of and are required adhere to district safety policy while onsite. Administration will provide the necessary means and materials to safely and effectively work in a remote setting as well.	3
Maintenance Staff and Stationary Engineers	Maintenance staff will perform vital services to keep and maintain essential equipment for onsite and remote learning. Maintenance staff and Building Engineers 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. The Director of Facilities will supervise and schedule maintenance personnel for the purpose of keeping vital services operating and functional.	1

Custodial Staff and Laborers	<p>Custodial staff and Laborers will work as directed by the Director of Facilities and Operations. The Director of Facilities and Operations will oversee and ensure school buildings and grounds are being cleaned and maintained properly. Building Administration will also assist with notification and information about building conditions and issues that need to be discussed or addressed.</p> <p>Custodial staff and Laborers will receive training from the Director of Facilities and Operations regarding information about communicable diseases and Hazard Communications. Training will include information about personal protective equipment, cleaning products, proper disinfection and sanitization procedures and product use, product labels, Safety Data Sheets and how to obtain one from the online system, and manufacturers' requirements for use. A copy of the District Hazard Communication Plan will be furnished upon request.</p> <p>The district will provide custodial staff with the required personal protective equipment and cleaning and disinfecting supplies to maintain a safe working environment. Staff shifts and personnel will be scheduled accordingly based on the needs of the district. As with all staff, custodial personnel will follow district protocols required by the CDC, DOL (PESH), DOH and the district while providing services and on breaks.</p>	1
Educational	The Assistant Superintendent for Instruction will determine the level of on-site education and or implement the District Remote Learning Plan.	1
Outside Contractors	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. Outside contractors who do not or cannot work safely will not be allowed on district property.	2
Food Service	All Food Service operations will be determined by the Director of Business & Finance. All District protocols will be initiated by the District Food Service contractor.	1

Transportation	Transportation will provide services directed by the Director of Business & Finance. The District will provide safe and secure transportation based on the needs of the District and learning environment. Protocols will be established and the Transportation Contractor has received proper training for cleaning and sanitizing buses. The Transportation Contractor will provide their employees with the training and proper PPE and disinfection equipment to effectively maintain the transportation fleet. Records will be maintained accurately to ensure bus safety procedures are being followed. The Director of Business & Finance will schedule staff and bussing pickup and drop off according to the needs of district. The District will continually inform staff and parents of changes to procedures as necessary.	2
B.O.E	The Board of Education and Superintendent of Schools will dictate school policy and procedures.	1
Outside Deliveries	Deliveries will be coordinated with the Director of Facilities and Operations and Building Custodians/Engineers and Laborers. The Director of Facilities and Operations 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.	2

Essential Positions

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

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology	Director of Technology	The Director of IT establishes all priorities for IT tasks 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	Director of Business & Finance	The Director of Business & Finance ensures all essential functions are maintained.
Education	Assistant Superintendent for Instruction	The Assistant Superintendent for Instruction determines the educational plan.
Facilities	Director of Facilities and Operations	The Director of Facilities and Operations maintains the necessary level of cleaning and sanitizing.
Administration	Principals, Assistant Principals, Director of Pupil Services	The Principals, Assistant Principals, and Director of Pupil Services are the liaisons between students, families, and employees in the buildings.
Cleaning and Sanitizing	Buildings, Grounds Staff, Custodial, Maintenance, and Laborers	Performs all cleaning and sanitization and necessary upkeep of the buildings.
Support	District Clerical Staff	Provides necessary support for all Administrators to ensure continuity of operations and accountability.
Health Services	Director of Pupil Personnel Services	Directs Nurses and all Health Services. Talks with the school physician on a consistent basis and reports to the Superintendent.

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 software or hardware needs to be researched to allow phone lines to be forwarded to off-site staff

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

Staggered Shifts

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

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

The Director of Facilities and Operations 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 must have immediate access to PPE in the event of an emergency.
Contractors should be required to provide access to PPE for their employees.
 - c. The supply of PPE must be monitored to ensure integrity and to track usage rates

The Director of Facilities and Operations will be responsible for ensuring the proper PPE is available at all buildings for required applications. The District will work to ensure and maintain a three-month supply of PPE as directed above for all staff and students. An extra supply of PPE will be available in all buildings with the Nurses or Custodial staff. The Tonawanda City School District participates in Cooperative Bid Purchasing Agreements where possible that provide a comprehensive list of suppliers and products used for maintaining student and staff health through cleaning, disinfecting and sanitization protocols.

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 as this will ensure the accurate accountability of all supplies on hand. The Director of Facilities and Operations will be responsible for keeping accurate records and reporting.

Health & Safety

Staff and students will be required to wear acceptable face coverings when a respiratory infectious communicable disease exists whenever they are within six feet of other students or other staff members. Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors, as defined by a physician.

Acceptable face coverings include but are not limited to cloth-based (e.g. homemade sewn, bandana, and surgical masks that cover both the mouth and nose). The District will provide information and instruction to staff and students on proper use, removal, and washing of cloth face coverings.

According to Executive Order 202.17, any individual who is over age 2 and medically tolerates a face-covering shall be required to cover their nose and mouth with a mask or cloth face-covering when in a public place and unable to maintain, or when not maintaining social distance.

The District encourages students and employees to use any fabric face coverings they may have in their possession or disposable surgical masks. If an employee or student arrives without a face covering, the District will provide one.

Masks or cloth face-coverings must be worn

- At all times unless a teacher or administrator is providing a mask break or has asked a student to remove their mask.
- Upon entry to the building until arriving in your workspace or scheduled class.
- While in any common spaces (restrooms, hallways, waiting in lines).

- When in tightly confined spaces occupied by more than one individual at a time (elevators).
- When there is more than one occupant in a District vehicle.
- At all meetings or gatherings held in open, well-ventilated spaces and continuing to maintain a distance of a least 6 feet apart

Masks or cloth face-coverings do not need to be worn when

- A teacher or administrator is providing a mask break or has asked a student to remove their mask.
- An individual is working alone and is not in the presence of another person.
- Employees are in their normal workspace while observing social distancing, or working alone within a workspace.

Mask breaks will occur throughout the day. Mask breaks will occur at the direction of the teacher or administrator. Students can expect a 10-minute mask break every 40-minute class period in the MS/HS or every 45-minute block in the elementary school. Educational videos and signage regarding handwashing, face covering protocol and other public health measures will be made available to students and staff.

The District will provide and maintain adequate supplies to support healthy hand and respiratory hygiene, including soap, hand sanitizer, paper towels, tissues, lined trash receptacles and face masks for visitors.

Social Distancing

Faculty and staff need to ensure at least six feet of distance between individuals, unless safety or core function of the activity (e.g., instruction) requires a shorter distance. However, any time that staff or faculty are less than six feet from one another or students, they must wear acceptable face coverings.

To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.

Social distancing markers will be posted that denote six feet of spacing in commonly used and other applicable areas on the site.

Health Monitoring

Active surveillance will be essential to informing school policy and public understanding over time. It may not be possible to reduce the risk of transmission in schools to zero.

A fever is medically defined as a body temperature of 100° F or higher, according to the Centers for Disease Control and Prevention. This is consistent for both children and adults.

Faculty, staff and students are required to stay home if they are sick. Parents are required to keep children home from school when they exhibit symptoms of the communicable disease. Parents are encouraged to immediately contact their physician.

Employees, students and guardians will be required to monitor for signs and symptoms of the communicable disease daily.

Individuals with symptoms will be isolated from others and sent home immediately. Students should be supervised in the isolated area while awaiting transport home. Schools should refer such persons to a healthcare provider and provide resources on testing for the communicable disease.

Health screening procedures

As per NYSDOH guidance, staff, student or parent will screen themselves before leaving their residence. The District will send the screening questionnaire daily.

In addition, a personal health screening of symptoms must be completed before leaving their residence. If any staff, student or parent answers YES to any of the questions, he/she must remain home and NOT report to the District.

Any individual who has symptoms of the communicable disease, who reasonably believes they may have been exposed to the communicable disease, who lives with anyone who has been diagnosed with the communicable disease, or who has been diagnosed with the communicable disease, shall immediately report this information to their direct supervisor and seek proper medical attention. The District will cooperatively communicate as may be required with the Erie County DOH. The District will follow all procedures, protocols, and processes for collaboration of timely results and required contact tracing from the Erie County DOH.

Any individual who has traveled internationally or within certain states with widespread community transmissions of the communicable disease are expected to report this to their supervisor or building administrator, before entering a building.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff Member, Student or Visitor Exposures

Each school will identify an area to separate anyone who exhibits symptoms of communicable disease during hours of operation, and ensure that students are supervised by a staff member who is physically distanced.

Students who develop communicable disease symptoms and are in isolation will be safely dismissed to the parent/legal guardian or means of transportation to their home or to a healthcare facility, as appropriate, depending on the severity of illness. Areas used by any sick person will be closed off and not used until they have been properly disinfected.

Employees and contractors who exhibit symptoms in the workplace should be immediately separated from students and other employees. They should immediately be sent home with a recommendation to contact their physician. Areas used by any sick employee or contractor will be closed off and not used until they have been properly disinfected.

Health officials, staff, and families will be notified of any possible case of a communicable disease while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. In the case of a positive test, the District will coordinate with the Local Health Department to trace all contacts of the individual, in accordance with the New York State Contact Tracing Program. The District will cooperate with contact tracing efforts, including notification of potential contacts, such as employees or students who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

Sick individuals will be advised not to return until they have met CDC and/or DOH criteria to discontinue home isolation.

Those who have had close contact with a person diagnosed with a communicable disease will be informed to stay home and self-monitor for symptoms, and to follow CDC or DOH guidance if symptoms develop. If a person does not have symptoms follow appropriate CDC or DOH guidance for home isolation.

Any employee or student who screens positive for any of the above criteria (i.e., symptoms, test, or close contact) is prohibited from entering the school. They will be sent home with instructions to contact their health care provider for assessment and testing. If necessary, the District has a plan for deep cleaning, disinfection, and temporarily closing as ordered by the DOH.

Plan for Returning to School

If a staff member or student exhibits symptoms of a communicable disease, with or without a positive test, the District will refer to DOH's guidance for public and private employees returning to work following a communicable disease infection or exposure. This may need to be considered for family and/or household members who are positive for a communicable disease, as carriers can be asymptomatic.

TCSD Tonawanda City School District Any person returning after a positive diagnosis must be released from quarantine by the DOH or designated agency.

Compliance will be monitored by the District and documentation must be provided by the employee or student/parent. Further, a reporting plan will be in place to ensure all are alerted who have come into close or proximate contact with a person with the communicable disease.

Accommodations for High Risk Individuals

- The District will provide information regarding medical conditions accepted as high risk for contracting/being impacted by a communicable disease and potentially eligible for Americans with Disabilities Act (ADA) accommodations as per their physician.
- All students and staff seeking accommodations for potential high-risk medical conditions will follow District procedures, as per district processes for ADA accommodation request.
- Documentation from a Physician will be considered and proper PPE/accommodations will be provided to students and staff to accommodate the documented condition.
- Assistant Superintendent of Instruction is the designated communicable disease Safety Coordinator. Please contact the Assistant Superintendent with questions.

Cleaning and Disinfecting

Cleaning and custodial staff has received and will continue to receive professional development on the proper and appropriate procedures for cleaning, sanitizing, and disinfecting school buildings.

- The custodial and cleaning staff has been, and will continue to clean and disinfect the buildings consistent with the CDC and DOH Guidelines for mitigating the spread of a communicable disease.
- High contact surfaces will be cleaned and disinfected numerous times a day. This includes handrails, door knobs/handles, and high touch areas in restrooms.
- Additionally, the custodial and cleaning staff will perform a thorough cleaning and/or disinfecting daily. This includes but is not limited to dusting and wet mopping or auto scrubbing of floors, vacuuming, trash removal, cleaning/disinfecting of restrooms, spot cleaning of walls and carpet, cleaning meeting room tables and other occupied spaces.
- All employees are encouraged to wipe down their personal work spaces and personal use items within the building/classroom and support student hand and respiratory hygiene and high contact surfaces.
- There will be an emphasis on the importance of hand washing with soap and water for 20 seconds. Hand washing will occur frequently throughout the day. Social distancing will remain a critical component of the Facilities staff and when social distancing of six feet cannot be maintained the use of a face mask is mandatory.
- The District will provide appropriate signage prominently displayed at entrances and in high traffic areas. These signs will include messages about social distancing, effective hand washing, the use of PPE, and symptoms of the communicable disease.
- Playgrounds will be cleaned per CDC guidance. Outdoor areas, such as playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection, as per NYSED guidance. High touch surfaces made of plastic or metal, such as grab bars and railings will be cleaned routinely.
- Building ventilation will be sustained if dealing with a respiratory communicable disease through frequent filter changes in order to provide optimal efficiency. Frequency of filter changes will be documented; adequate code requirements will be maintained. As per the guidance, we will continue to maintain adequate, code required ventilation. Additionally, our schools will increase the fresh air ventilation rate, to the extent possible, to aid in maintaining a healthy indoor air quality.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which Tonawanda City School District is committed to reducing the burden on our employees and contractors. To that end the Tonawanda City School District will follow all required Federal, State and local laws in addition to employee contracts regarding employee and contractor leave during a public health emergency.

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 Tonawanda City School District, and as such are not provided with paid leave time by Tonawanda City 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 Tonawanda City School District to support contact tracing within the organization and may be shared with local public health officials

APPENDIX 3

Alyssa's Law

Alyssa's Law requires school district district-wide safety teams to consider, as part of their review of the comprehensive district-wide safety plan, the installation of a panic alarm system to silently alert law enforcement in the event of a life threatening or emergency situation.

APPENDIX 4

TONAWANDA CSD

**EMERGENCYREMOTE INSTRUCTION PLAN
2023-2024**

Tonawanda City School District

Emergency Closing Virtual Learning Schedules 2023-2024



TABLE OF CONTENTS

[Technology and Connectivity](#)

[Remote/Distance Learning](#)

[Student Expectations](#)

[Information for Special](#)

[Education Attendance](#)

[Requirements](#)

[Tonawanda Emergency Closing Schedule](#)

[Middle School Emergency Closing](#)

[Schedule High School Emergency](#)

[Closing Schedule](#)

[Tonawanda Elementary Teacher Closing](#)

[Schedule Tonawanda Secondary Teacher](#)

[Closing Schedule](#)

Technology & Connectivity

Access to technology is essential for the successful roll-out of this plan. The Tonawanda City School District (TCSD) has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers/chrome books.

- TCSD recently gathered data through our Digital Equity Survey to identify families' levels of access to devices and high-speed broadband from their residence. The district will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.). This survey will also be given once yearly.
- TCSD will maintain an inventory of equipment and other assets. Identify which students, families, and staff have district assets in their possession and continue our set procedure for families in need.
- TCSD will continue to procure, manage, and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve remote instruction and student engagement.
- TCSD will identify immediate professional learning needs for teachers and continue to support their development of skills and pedagogy in remote learning environments as needed.

The Tonawanda City School District will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote instruction through the use of both synchronous through Google Meets and asynchronous technologies through Google Classroom. In the event students do not have sufficient access to devices and/or high-speed internet, the district will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students' homes, etc or based on procedure a wifi hotspot. The district will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

Remote/Distance Learning

1. Students in gradesUPK-5 will be provided with a classroom chrome book, charger and case to be taken home in the event of the district needing to pivot to remote learning.
 - a. All passwords, materials and devices will be handed out at the provided time and date that will be announced by a teacher through Remind and the District through Apptegy global messaging.
 - b. Families will arrive and designated pick up locations and in extreme circumstances items may be delivered.
 - c. Upon return to normal in-person instruction all materials must be returned.
 - d. Each family will be given only 1 chrome book charger per household
2. Students in grades 6-12 have 1-1 devices for at home use.
3. Teachers have access to a desktop or laptop in their classroom. Teachers also have a school issued Chromebook to use at home. If a staff member needs Wi-fi they will fill out the request form and receive a temporary wifi hotspot to conduct instruction at home on the district issued device.
4. Students will use their own internet when at home. If no internet access is available, the district will provide a hotspot, if one is available. Students in need of a hotspot will contact the Technology Department and pending administrative approval will be provided with the hotspot in a timely manner.
5. If home internet is not available, students may attempt to connect their school device to a cellphone in the home.

In the event TCSD must implement virtual instruction, TCSD will provide a spectrum of special education services within NYSED guidelines to all students with disabilities (SWD). These programs and services will account for the varied types of learners who require differentiated special education.

Student Expectations

Instructional Programming All Students will include:

Asynchronous Learning—Asynchronous learning is when learners participate in an online learning course at different times. Asynchronous learning allows learners to go through a course at their own pace and on their own schedule.

Synchronous Learning— Synchronous learning is when learners participate in an online learning course at the same time but in different locations. Synchronous learning allows learners to interact with the instructor and other participants

In synchronous learning:

- Students attend class on time (per their class schedule).
- Students will follow the District dress code.
- Students are ready to learn.
- Workspace is designated for the student.
- Students will show their face on the screen to engage with the teacher virtually.
- Students will participate in the class.

In asynchronous learning:

- Complete asynchronous activities assigned each day.
- Students show proof of participation in daily eLearning by satisfactorily completing assigned assignments to demonstrate evidence of student learning (i.e., video, picture, or activities submitted as lessons and/or completing assignments.) Please note, not all lessons must have an assignment, as there will be teacher discretion on the number of assignments, as they follow the District grading guidelines.
- Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.

Additional Information for Special Education Students

In the event TCSD must implement virtual instruction, TCSD will provide a spectrum of special education services within NYSED guidelines to all students with disabilities (SWD). These programs and services will account for the varied types of learners who require differentiated special education.

Instructional Programming

All SWDs in grades Kindergarten through 12th grade will attend school 5 days a week, remotely. These students will follow their respective school's schedule as well as their individual schedule.

Related Services:

All SWD's who have related services (RS) on their IEPs will continue to receive those services, virtually, according to their individual schedules.

Out-of-District Programs:

If your child attends a program through an agency location or BOCES, those families will follow the guidance provided by that program or agency. TCSD will support families working with these agencies however necessary.

Special Education Meetings:

CSE and CPSE meetings will be held to the greatest extent possible in a virtual manner. This will include both committee meetings as well as other IEP-mandated meetings (e.g. team meetings, parent training). If a parent is unable to participate via voice- or video-conference, the school and/or CSE/CPSE will make arrangements to reschedule the meeting.

TCSD will ensure access to all necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability-related needs of students during virtual instruction.

TCSD special education teachers and service providers will contact families to determine their preferred method of communication. TCSD special education teachers are able to communicate through a variety of methods. Where translation services are necessary they will be provided in collaboration with the District CSE. TCSD special education teachers have existing experience in the documentation of services provided as well as in the monitoring of student performance based on individualized IEP goals. Each special education teacher will be expected to continue to document services provided as well as progress monitor individual student IEP goals.

Additional Information for English Language Learner Students

- ENL teachers will collaborate with General Education teachers to determine individual student needs and to design and provide instructional support and accommodations to address those needs.
- ENL teachers will provide instructional opportunities utilizing online and/or web-based programs that were previously being used by ELL students.
- ENL teachers will make direct contact with students and/or parents/legal guardians on a bi-weekly basis.
- ENL staff members may provide "hard copy" educational activities for students to engage in at home either through USPS or by delivery to home address.
- ENL staff may identify additional learning programs to provide differentiated opportunities to ELL students to access remotely as determined by student progress.

Attendance Requirements

Teachers will take attendance daily, but the meaning of attendance changes—virtual/hybrid learning attendance is more about ENGAGEMENT than physical presence. All students are expected to have contact with their classroom teacher each day.

Tonawanda Elementary Emergency Closing Remote Schedule

Remote Schedule

Block includes a minimum of 20 minutes of direct instruction

(Please note that these schedules may vary depending on the grade level/department)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Morning Meetings	Morning Meetings	Morning Meetings	Morning Meetings	Morning Meetings
9:00-10:30	Block 1 ELA/Reading/ Guided Reading Groups	Block 1 ELA/Reading/ Guided Reading Groups	Block 1 ELA/Reading/ Guided Reading Groups	Block 1 ELA/Reading/ Guided Reading Groups	Block 1 ELA/Reading/Guided Reading Groups
10:30-11:00	Specials	Specials	Specials	Specials	Specials
11:00-12:00	Block 2 Math	Block 2 Math	Block 2 Math	Block 2 Math	Block 2 Math
12:00-1:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:00-2:15	Block 3 SS/Science	Block 3 SS/Science	Block 3 SS/Science	Block 3 SS/Science	Block 3 SS/Science
2:15-2:45	SEL/ Second Step /Mindfulness	SEL/ Second Step /Mindfulness	SEL/ Second Step /Mindfulness	SEL/ Second Step /Mindfulness	SEL/ Second Step /Mindfulness
2:45-3:10	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours

Synchronous Instruction/Asynchronous Instruction

Middle School Emergency Closing Schedule

Grades 6-8 Emergency Closing Expectations

- Students in grades 6-8 will follow their normal schedule of classes, but at the times listed below.
- Students will log into Google Classroom of each class at the appropriate time and log into Google Meet with the teachers at the beginning of each class period. Students can also sign up for office hours to meet with their teachers or receive extra support.
- Class attendance will include synchronous instruction but may also include asynchronous learning opportunities for students.
- It is expected that students participate in their synchronous learning and complete their assignments to obtain credit for attendance for any particular class period.
- Classes will run on the normal cycle (A day / B day) as if students were on campus.

5th Period Lunch

Office Hours	8:30 AM	9:00 AM
PER 1	9:00 AM	9:30 AM
PER 2	9:35 AM	10:05 AM
PER 3	10:10 AM	10:40 AM
PER 4	10:45 AM	11:15 AM
5 LUNCH	11:20 AM	11:50 AM
PER 6-7	11:55 AM	12:25 PM
PER 8-9	12:30 PM	1:00 PM
PER 10	1:05 PM	1:35 PM
PER 11	1:40 PM	2:10 PM
Office Hours	2:10 PM	3:10 PM

30 minute classes
5 minutes between classes

7th Period Lunch

Office Hours	8:30 AM	9:00 AM
PER 1	9:00 AM	9:30 AM
PER 2	9:35 AM	10:05 AM
PER 3	10:10 AM	10:40 AM
PER 4	10:45 AM	11:15 AM
PER 5-6	11:20 AM	11:50 AM
7 LUNCH	11:55 AM	12:25 PM
PER 8-9	12:30 PM	1:00 PM
PER 10	1:05 PM	1:35 PM
PER 11	1:40 PM	2:10 PM
Office Hours	2:10 PM	3:10 PM

30 minute classes
5 minutes between classes

9th Period Lunch

Office Hours	8:30 AM	9:00 AM
PER 1	9:00 AM	9:30 AM
PER 2	9:35 AM	10:05 AM
PER 3	10:10 AM	10:40 AM
PER 4	10:45 AM	11:15 AM
PER 5-6	11:20 AM	11:50 AM
PER 7-8	11:55 AM	12:25 PM
9 LUNCH	12:30 PM	1:00 PM
PER 10	1:05 PM	1:35 PM
PER 11	1:40 PM	2:10 PM
Office Hours	2:10 PM	3:10 PM

30 minute classes
5 minutes between classes

High School Emergency Closing Schedule

Grades 9-12 Emergency Closing Expectations

- Students in grades 6-8 will follow their normal schedule of classes, but at the times listed below.
- Students will log into Google Classroom of each class at the appropriate time and log into Google Meet with the teachers at the beginning of each class period. Students can also sign up for office hours to meet with their teachers or receive extra support.
- Class attendance will include synchronous instruction but may also include asynchronous learning opportunities for students.
- It is expected that students participate in their synchronous learning and complete their assignments to obtain credit for attendance for any particular class period.
- Classes will run on the normal cycle (A day / B day) as if students were on campus.

5th Period Lunch

Office Hours	8:30 AM	9:00 AM
PER 1	9:00 AM	9:30 AM
PER 2	9:35 AM	10:05 AM
PER 3	10:10 AM	10:40 AM
PER 4	10:45 AM	11:15 AM
5 LUNCH	11:20 AM	11:50 AM
PER 6-7	11:55 AM	12:25 PM
PER 8-9	12:30 PM	1:00 PM
PER 10	1:05 PM	1:35 PM
PER 11	1:40 PM	2:10 PM
Office Hours	2:10 PM	3:10 PM

30 minute classes

5 minutes between classes

7th Period Lunch

Office Hours	8:30 AM	9:00 AM
PER 1	9:00 AM	9:30 AM
PER 2	9:35 AM	10:05 AM
PER 3	10:10 AM	10:40 AM
PER 4	10:45 AM	11:15 AM
PER 5-6	11:20 AM	11:50 AM
7 LUNCH	11:55 AM	12:25 PM
PER 8-9	12:30 PM	1:00 PM
PER 10	1:05 PM	1:35 PM
PER 11	1:40 PM	2:10 PM
Office Hours	2:10 PM	3:10 PM

30 minute classes

5 minutes between classes

9th Period Lunch

Office Hours	8:30 AM	9:00 AM
PER 1	9:00 AM	9:30 AM
PER 2	9:35 AM	10:05 AM
PER 3	10:10 AM	10:40 AM
PER 4	10:45 AM	11:15 AM
PER 5-6	11:20 AM	11:50 AM
PER 7-8	11:55 AM	12:25 PM
9 LUNCH	12:30 PM	1:00 PM
PER 10	1:05 PM	1:35 PM
PER 11	1:40 PM	2:10 PM
Office Hours	2:10 PM	3:10 PM

30 minute classes

5 minutes between classes

Tonawanda Elementary School Teacher Schedule

Block includes no less than 20 minutes of direct instruction

(Please note that these schedules may vary depending on the grade level/department)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Staff Meetings	Staff Meetings	Staff Meetings	Staff Meetings	Staff Meetings
8:30-9:00	Morning Meeting s	Morning Meeting s	Morning Meetings	Morning Meeting s	Morning Meetings
9:00-10:30	Block 1 ELA/Reading/ Guided Reading Groups	Block 1 ELA/Reading/ Guided Reading Groups	Block 1 ELA/Reading/ Guided Reading Groups	Block 1 ELA/Reading/ Guided Reading Groups	Block 1 ELA/Reading/ Guided Reading Groups
10:30-11:00	Specials (Art, Music, PE, LMC, STEAM)	Specials (Art, Music, PE, LMC, STEAM)	Specials (Art, Music, PE, LMC, STEAM)	Specials (Art, Music, PE, LMC, STEAM)	Specials (Art, Music, PE, LMC, STEAM)
11:00-12:00	Block 2 Math	Block 2 Math	Block 2 Math	Block 2 Math	Block 2 Math
12:00-1:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:00-2:15	Block 3 SS/Science	Block 3 SS/Science	Block 3 SS/Science	Block 3 SS/Science	Block 3 SS/Science
2:15-2:45	*SEL/ Second Step /Mindfulness	*SEL/ Second Step /Mindfulness	*SEL/ Second Step /Mindfulness	*SEL/ Second Step /Mindfulness	*SEL/ Second Step /Mindfulness
2:45-3:10	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours

*Instruction provided by Social Worker/Counselor//Behavior Specialist, Wellness Staff/ Coaches / Special Area Teachers

Synchronous Instruction/Asynchronous Instruction

Tonawanda Middle/High School Teacher Schedule

Teachers Grades 9-12 Emergency Closing Expectations

- Teachers will follow their normal schedule of classes, but at the times listed below. This schedule includes two periods of office hours.
- Teachers will log into Google Classroom of each class at the appropriate time and log into Google Meet with the students at the beginning of each class period.
- Synchronous instruction will occur but may also include asynchronous learning opportunities for students.
- Classes will run on the normal cycle (A day / B day) as if students were on campus.

Teacher 5th Period Lunch

Staff Meetings	8:00 AM	8:30AM
Office Hours	8:30 AM	9:00 AM
PER 1	9:00 AM	9:30 AM
PER 2	9:35 AM	10:05 AM
PER 3	10:10 AM	10:40 AM
PER 4	10:45 AM	11:15 AM
5 LUNCH	11:20 AM	11:50 AM
PER 6-7	11:55 AM	12:25 PM
PER 8-9	12:30 PM	1:00 PM
PER 10	1:05 PM	1:35 PM
PER 11	1:40 PM	2:10 PM
Office Hours	2:10 PM	3:10 PM

Teacher 7th Period Lunch

Staff Meetings	8:00 AM	8:30AM
Office Hours	8:30 AM	9:00 AM
PER 1	9:00 AM	9:30 AM
PER 2	9:35 AM	10:05 AM
PER 3	10:10 AM	10:40 AM
PER 4	10:45 AM	11:15 AM
PER 5-6	11:20 AM	11:50 AM
7 LUNCH	11:55 AM	12:25 PM
PER 8-9	12:30 PM	1:00 PM
PER 10	1:05 PM	1:35 PM
PER 11	1:40 PM	2:10 PM
Office Hours	2:10 PM	3:10 PM

Teacher 9th Period Lunch

Staff Meetings	8:00 AM	8:30AM
Office Hours	8:30 AM	9:00 AM
PER 1	9:00 AM	9:30 AM
PER 2	9:35 AM	10:05 AM
PER 3	10:10 AM	10:40 AM
PER 4	10:45 AM	11:15 AM
PER 5-6	11:20 AM	11:50 AM
PER 7-8	11:55 AM	12:25 PM
9 LUNCH	12:30 PM	1:00 PM
PER 10	1:05 PM	1:35 PM
PER 11	1:40 PM	2:10 PM
Office Hours	2:10 PM	3:10 PM

30-minute classes
5 minutes between classes

30-minute classes
5 minutes between classes

30-minute classes
5 minutes between classes