



**BOARD OF COOPERATIVE EDUCATIONAL SERVICES
SECOND SUPERVISORY DISTRICT COUNTIES OF
MONROE AND ORLEANS**

There will be a Regular Meeting of the Monroe 2-Orleans Board of Cooperative Educational Services on Wednesday, August 16, 2023, at 6:00 pm at the Richard E. TenHaken Educational Services Center, 3599 Big Ridge Road, Spencerport, NY 14559

Anticipated Executive Session immediately following the regular board meeting to discuss the employment history of a particular individual(s) and matters regarding the district wide safety plan which will imperil the public safety if disclosed.

BOARD MEMBERS

Dennis Laba, President	Trina Lorentz
R. Charles Phillips, Vice President	Gerald Maar
John Abbott	Michael May
Cindy Dawson	Heather Pyke
Kathleen Dillon	

AGENDA

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Agenda Item(s) Modifications - Resolution 10.18 added - Donation
4. Approval of Minutes: July 12, 2023 Re-organizational and Regular Meeting Minutes
5. Public Interaction
6. Financial Reports
 1. Resolution to Accept Treasurer's Report
 2. Resolution to Accept WinCap Report
 3. Internal Claims Log
 4. Bi-Annual Educational Foundation Fund Activity Statement
 5. Extra Class Report
 6. Contractor Report
7. Audit Committee Update - Steve Roland
 1. Resolution to Approve Audit Committee Meeting Minutes, July 12, 2023
8. Board Presentation - Operations and Maintenance, Assistant Superintendent for Finance and Operations, Steve Roland, District Superintendent Jo Anne Antonacci
9. Old Business
 1. Review of Monroe 2-Orleans BOCES Equity Plan
10. New Business
 1. 2nd Reading and Resolution to Approve the 2023-24 District-Wide School Safety Plan (S.A.V.E.)
 2. First Reading Policy Series 4000

3. First Reading Policies 6209 – Physical Restraint; 6212 – Student Discipline, Suspension and Corporal Punishment; 7123 – Use of Time Out Rooms
4. Medicare Update
5. Resolution to Approve the 2-Year Lease with Robers Wesleyan University
6. Resolution to Approve 3-Year Lease with Boxx Modular, Inc.
7. Resolution to Approve CTE Equipment Reserve Fund Contribution of \$65,000
8. Resolution to Approve Expenditures from Retirement Contribution Reserve Fund of \$442,904
9. Resolution to Approve Teachers’ Retirement Contribution Reserve Sub-Fund Contribution of \$323,325
10. Resolution to Approve Insurance Reserve Fund Contribution of \$300,00
11. Resolution to Approve Liability Reserve Fund Contribution of \$100,000
12. Resolution to Accept Donation of Hand Tools from Mr. Rick Tuffo
13. Resolution to Accept Donation of Boilers and Water Heater/Storage Tank from VP Supply Corp.
14. Resolution to Approve BOCES 2 United Professionals Non-3012-d Members Annual Performance Review Plan 2023-26 Manual (Marijo Pearson/Tom Schulte)
15. Resolution to Approve BOCES 2 United Professionals State Approved Teacher Annual Professional Performance Review (APPR) Plan 2023-24 (Marijo Pearson/Tom Schulte)
16. Resolution to Approve State Approved Principal Annual Professional Performance Review (APPR) Plan 2023-24 (Marijo Pearson/Tom Schulte)
17. Resolution to Designate a Voting Delegate and Alternate for New York State School Board Association (NYSSBA) Convention

11. Personnel and Staffing

1. Resolution to Approve Personnel and Staffing Agenda
2. Resolution to approve Substitute, Hourly and Per Diem Pay Rates for 2023-2024

12. Bids/Lease Purchases

1. Resolution to Accept HVAC Equipment bid.
2. Resolution to Accept Erie 1 FY 2023 – 2024 Instructional Technology State-Wide Licensing Agreement add on #1.

13. Executive Officer’s Reports

1. Albany D.S. Report
2. Local Update

14. Upcoming Meetings/Calendar Events

- Aug. 16 6:00 pm Board Meeting, ESC Board Room
- Sept. 4 Labor Day BOCES Closed
- Sept. 5 7:45 am Opening Day Ceremony, ESC, PDC
- Sept. 6 Noon MCSBA Legislative Committee Meeting, DoubleTree
- 4:00 pm Social Hour for all MCSBA Members, DoubleTree
- 5:45 pm Board Leadership Meeting, DoubleTree
- Sept 13 Noon MCSBA Information Exchange Committee, DoubleTree
- Sept. 14 Noon Board Officer Agenda Review, RCC
- Sept. 20 Noon MCSBA Labor Relations Committee, DoubleTree
- 6:00 pm Board Meeting, ESC Board Room

15. Other Items

16. Executive Session
17. Adjournment

1. Call the Meeting to Order

2. Pledge of Allegiance

3. Agenda Item(s) Modifications

4. Approval of Minutes: July 12, 2023 Re-organizational and Regular Meeting Minutes

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES
SECOND SUPERVISORY DISTRICT COUNTIES OF
MONROE AND ORLEANS**

MINUTES

of the Reorganizational/Regular Meeting held on Wednesday July 12, 2023 at noon
at the Richard E. Ten Haken Educational Services Center, Spencerport, New York 14559.

Members Present

Dennis Laba, President
R. Charles Phillips, Vice President
John Abbott
Cindy Dawson
Kathleen Dillon

Michael May
Heather Pyke

Absent: Trina Lorentz, Gerald Maar

Staff Present

Jo Anne Antonacci
Karen Brown
Stephen Dawe
Ian Hildreth
Kelly Mutschler

Steve Roland
Michelle Ryan
Tom Schulte
Lynda VanCoske

1. Clerk as Temporary Chairperson

Kelly Mutschler, Clerk of the Board, serving as Temporary Chairperson, in accordance with Board Policy #1438, called the Reorganizational Meeting to Order at noon

2. Administration of Oath

Re-Elected Board Members Cindy Dawson (Wheatland-Chili), Kathleen Dillon (Churchville-Chili) and R. Charles Phillips (Greece), together with remaining board members, District Superintendent and officers present, were administered the oath. Trina Lorentz (Holley) and Gerald Maar (Brockport) were absent and will be administered the oath at the August Board Meeting. The oaths were filed with the Clerk of the Board.

3. Election of Officers and Administration of Oath

a. President - For the position of President of the Board, C. Phillips nominated Dennis Laba, seconded by J. Abbott. There were no further nominations. The vote was taken, and Dennis Laba was elected President of the Board by a unanimous vote of the board members present.

b. Vice President - For position of Vice President of the Board, D. Laba nominated Chuck Phillips, seconded by J. Abbott. There were no further nominations. The vote was taken and Chuck Phillips was elected Vice President of the Board by a unanimous vote of the board members present.

4. Administration of Oath to Elected Officers

Oaths of Office were administered. After their signatures were affixed, the cards were filed with the Clerk of the Board. At this time, President Laba assumed the conduction of the meeting.

5. Appointment of Officers, et al.

Resolved: To approve the following appointments for the 2022-23 School year as presented. *Items 5.1-5.15 were moved by J. Abbott, seconded by C. Phillips; passed unanimously.*

1. Treasurer	Jennifer Talbot	No extra compensation
2. Assistant Treasurer	Steve Roland	No extra compensation
3. Clerk of the Board/Alternate	Kelly Mutschler	\$ 5,325.12
	Linda Rice (alternate)	No extra compensation
4. Internal Claims Auditor/Alternate	Vicki Amoroso	
	Melanie Dickson (alternate)	No extra compensation
5. Records Retention and Disposition Officer (Public Officers Law 65-a)	Lisa Soggs	No extra compensation
6. Records Access Officer (Public Officers Law 87 1(b) ii)	Kelly Mutschler	No extra compensation
7. Records Management Officer (New York Local Government Records Law, Chapter 737, Laws of 1987, Section 57.19)	Mark Laubacher	No extra compensation
8. Registrars of Attendance	Jennifer O'Shea	No extra compensation
	Cynthia M. Hazen-Williams	
	Lorraine Bennett	
9. Medicaid Compliance Officer	Heather Malone	No extra compensation
10. Purchasing Agent and Alternates	Wendy Vergamini	
	Deborah Hartung (alternate)	
	Steve Roland (alternate)	No extra compensation
11. Asbestos Designee	Scott Mason	No extra compensation
12. FERPA Compliance Officer (Family Educational Rights Privacy Act)	Lynda VanCoske	No extra compensation
13. Rochester Area Schools Health Plan Designee	Steve Roland	No extra compensation
	Jo Anne Antonacci (alternate)	
14. Rochester Area Schools Health Plan II Designee	Steve Roland	
	Karen Brown (alternate)	No extra compensation
15. Rochester Area Schools Workers' Compensation Plan Designee	Steve Roland	
	Karen Brown (alternate)	No extra compensation

6. Administration of Oaths to Appointed Officers

Oaths were administered to the appointed officers, et. al., who were present; oaths to others administered by the Clerk of the Board to prior to initiating duties. After affixing signatures, oaths were filed with the Clerk of the Board.

7. Additional Appointments:

Resolved: To Approve the following appointments for the 2023-24 school year as follows:

1. BOCES Attorney	Harris Beach, PLLC	Per rate schedule
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2.	BOCES Attorney	Hodgson Russ, LLP	Per rate schedule
3.	BOCES Attorney	Anthony J. Villani, PC	Per rate schedule
4.	Extraclassroom Activity Personnel:		
a.	SkillsUSA Advisor	Jennifer Probst	\$ 1,642.00
b.	Central Treasurer	Allysia Pogel	No extra compensation
c.	Faculty Advisor	Jill Slavny	No extra compensation
d.	National Technical Honor Society	Melissa Doherty	\$ 619.00
5.	External Independent Auditor	Mengel, Metzger, Barr & Co	\$ 33,225.00
6.	Internal Auditor	Lumsden McCormick, CPA	\$ 16,000.00
7.	Civil Rights Compliance Officers (Title VII, Title IX, ADA & 504)	Karen Brown Steve Roland	No extra compensation
8.	BOCES Physician	Dr. Sarah Marques, MD	\$ 16,000.00
9.	Nurse Practitioners	Barbara Swanson Cynthia Lawrence	No extra compensation
10.	Chemical Hygiene Officer and Alternate	Barbara Swanson Cynthia Lawrence (alternate)	No extra compensation
11.	Liaison for Homeless Children & Youth	Phil Ortolani	No extra compensation
12.	Official to Receive Student Sentence/Adjudication in Criminal/Juvenile Delinquency Proceedings	Thomas Schulte	No extra compensation
13.	Radiation Safety Officer and Alternate	Barbara Swanson Cynthia Lawrence (alternate)	No extra compensation
14.	Compliance Officer (H.R.)	Karen Brown	No extra compensation
15.	Copyright Officer	James Belair	No extra compensation
16.	Integrated Pest Management Coordinator (IPM)/Pesticide Representative	Thomas Burke Travis Sleight (effective 7/19/2023)	No extra compensation
17.	BOCES-wide Dignity for All	Thomas Schulte	No extra compensation

Students Act Coordinator

18. School-level Dignity for All Students Act Coordinators:
- | | |
|-------------------------------|---|
| Alexis Kyle | Regional Summer School (Hilton High School) |
| Scott Mikulski | Regional Summer School (Greece Olympia Academy) |
| Dr. John Clifford | Credit Recovery Program (Greece Athena Academy) |
| Debi Walton | Extended School Year Program (Terry Taylor Elementary) |
| Robert Nells | Extended School Year Program (Ridgecrest Academy) |
| Heather Malone | Preschool |
| Nichole Outhouse
(Interim) | Westview Exceptional Children |
| David Liesegang | Exceptional Children Learning Center
Maria Tantillo 6:1:1 Center-Based Program (Spencerport
Administration Building) |
| Rebecca Spence | 6:1:1 Center-Based Program (Terry Taylor Elementary)
James Jewell Special Education Transition Programs at
Slayton Plaza, Roberts Wesleyan, Golisano Children's
Hospital (SEARCH), Paul Rd |
| Robert Nells | Ridgecrest Academy |
| Tony Britt | WEMOCO |
| Martha Willis | Westside Academy |
19. Chief Emergency Officer Douglas Comanzo No extra compensation
20. Data Protection Officer Ray Miller No extra compensation

8. Designations:

Resolved: To Approve the following designations for the 2023-24 school year as presented.
Items 8.1-8.3 were moved by J. Abbott, seconded by K. Dillon; passed unanimously

1. Official Bank Depositories:
The following banks and trust companies and their affiliated firms are designated for the deposit of Monroe 2-Orleans BOCES funds in accordance with considerations of financial stability. The maximum amount on deposit at any one of the identified financial institutions shall not exceed the amount set by Board regulation.
Name of Institution
J. P. Morgan Chase; J. P. Morgan Securities; Manufacturers and Traders Trust Co. (M&T Bank); Wilmington Trust, Five Star Bank, NYCLASS
2. Official newspaper: Democrat and Chronicle
3. Official Bulletin Board for Postings: Main Hallway of Educational Services Center

9. Authorizations:

Resolved: To Approve the following authorizations for the 2023-2024 school year as presented.

Items 9.1-9.9 were moved by K. Dillon, seconded by M. May; passed unanimously

1. District Superintendent to certify payrolls. Assistant Superintendent for Finance and Operations as Alternate in the absence of the District Superintendent.

2. District Superintendent to approve part-time personnel at previously approved Board salary/wage rates.
3. District Superintendent to sign and/or approve any and all documents and contracts requiring the signature of the District Superintendent.
4. Approval of organizational memberships and Board Member and Administrator attendance of the:
 - Monroe County School Boards Association
 - Orleans County School Boards Association
 - Upstate Institute for School Board & Staff Development (Formerly known as Genesee Valley School Boards Institute)
 - New York State School Boards Association
 - National School Boards Association
 - BOCES Educational Consortium
 - American Association of School Administrators
 - American Association of Educational Service Agencies
 - Association for Supervision and Curriculum Development
 - BOCES Conferences
 - Meetings called by the State Education Department
 - Meetings necessary to perform the functions and responsibilities of the board members and administration

5. Establishment of Petty Cash and Change Fund in:

		<u>Designated Persons</u>
a. Administration	\$100.00	Melanie Dickson
b. Career/Tech Education (Petty Cash)	\$100.00	Allysia Pogel
c. Career/Tech Education (Change)	\$100.00	Allysia Pogel
d. Career/Tech Education (Change-Food Service)	\$ 30.00	Allysia Pogel
e. Career/Tech Education (Change-Culinary)	\$ 50.00	Allysia Pogel
f. Career/Tech Education (Change-Baking)	\$ 30.00	Allysia Pogel
g. Science Center Office	\$ 75.00	Gina Vaccarella
h. Communications/Technology	\$ 50.00	Lucy Fagan
i. Exceptional Children	\$100.00	Tanya Frank
j. Westside Academy	\$ 50.00	Lorraine Bennett
k. Center for Workforce Development (Change)	\$ 40.00	Nicole Carpenter
l. Café/Coffee Cart(Westview)	\$ 25.00	Kimberly Stephenson

6. Designation of Treasurer or Assistant Treasurer to sign all checks.
7. President and/or Chief Executive Officer to sign necessary contracts and documents on behalf of the Board of Cooperative Educational Services.
8. Vice President to sign contracts and documents in the absence of the President.
9. District Superintendent or designee to approve all budget appropriations in accordance with Commissioner’s Regulations Section 170.2.

10. Bonding of Personnel:

Resolved: To Approve the bonding of District Treasurer, Central Treasurer of Extraclassroom Activity Account, Assistant Superintendent for Finance and Operation, Assistant Treasurer, and other employees who handle cash to be covered by a \$5,000,000 Public Employees Blanket Bond.

Moved by M. May, seconded by K. Dillon; passed unanimously

11. Approval of Advisory Councils' Membership:

Resolved: To approve membership on the following Advisory Councils for the 2023-2024 school year as recommended by the District Superintendent as presented

1. Special Education
2. Career and Technical Education
3. School Library System

Moved by K. Dillon, seconded by J. Abbott; passed unanimously

12. Resolved: To Appoint the following board members were appointed as representatives and alternates to the Monroe County School Boards Association Committees

- | | |
|-----------------------------------|-----------------------|
| 1. Labor Relations Committee | J. Abbott/K. Dillon |
| 2. Legislation Committee | K. Dillon/C. Dawson |
| 3. Information Exchange Committee | C. Dawson/C. Phillips |

Moved by K. Dillon, seconded by C. Phillips; passed unanimously

At 12:10 pm the Reorganizational Meeting Concluded and the Regular Meeting began.

1. The meeting was called to order by President Laba
2. There were no agenda modifications
3. Public Hearing for the 2023-24 Monroe 2-Orleans BOCES District-Wide School Safety Plan (SAVE). There were no public comments

4. Approval of Minutes

Resolved: To Approve the Minutes of the June 21, 2023, Regular Meeting

Moved by J. Abbott, seconded by K. Dillon; passed unanimously

5. There was no public interaction

6. Financial Reports

Resolved: To Accept the Treasurer's Report as presented

Moved by J. Abbott, seconded by K. Dillon; passed unanimously.

Resolved: To Accept the WinCap Report as presented

Moved by J. Abbott, seconded by M. May; passed unanimously

7. Audit Committee

Resolved: To Approve the Minutes of the June 21, 2023, Audit Committee Meeting

Moved by M. May, seconded by C. Phillips; passed unanimously

8. New Business

1. First Reading 2022-23 District-Wide School Safety Plan (S.A.V.E.)
2. Resolved: To Waive the Second Reading and Approve Policy #6464 - Educational Equity and Excellence Policy
Moved by M. May, seconded by J. Abbott; passed unanimously
3. Resolved: To Accept Test Report for the Year Ending June 30, 2023
Moved by M. May, seconded by J. Abbott; passed unanimously
4. Resolved: To Accept Amended Aramark Contract
Moved by J. Abbott, seconded by K. Dillon; passed unanimously

9. Personnel and Staffing

1. Resolved: To Approve the Personnel and Staffing Agenda as presented
Moved by K. Dillon, seconded by J. Abbott; passed unanimously

10. Bids and Lease/Purchases

There were no bids or lease purchases to approve

11. Executive Officer's Report

The District Superintendent Retreat took place in Lake Placid at the end of June. District Superintendents continued their work with Tangible Development on diversity, equity and inclusion. 2023-2024 committee priorities were set.

The Wayne-Finger Lakes BOCES District Superintendent posting closed on July 10.

The mid-west JMT will be meeting with the Regents this week.

The staffing and recruiting event resulted in some new hires. We are in need of multiple positions. BOCES 4 Science also needs kit processors. We continue to advertise on all platforms.

12. Upcoming Meetings/Calendar Events - the various meetings for the month were listed in the agenda
13. There were no other items
14. Adjournment: At 12:35 p.m. a motion was made by K. Dillon to adjourn the meeting; seconded by C. Phillips; passed unanimously

Respectfully Submitted


Kelly Mutschler
Clerk of the Board

5. Public Interaction

6. Financial Reports

1. Resolution to Accept Treasurer's Report
2. Resolution to Accept WinCap Report
3. Internal Claims Log
4. Bi-Annual Educational Foundation Fund Activity Statement
5. Extra Class Report
6. Contractor Report

Monroe 2 - Orleans BOCES

Treasurer's Report

Period Ending June 30, 2023

	GENERAL FUND		SPECIAL AID FUND	
BEGINNING CASH ON HAND		16,092,797.69		827,845.80
RECEIPTS:				
Interest Earned	58,454.29		191.53	
Charges for Services	10,500,215.56		1,736.00	
Non-Contract Services	29,546.40		21,064.00	
Collected for Other Funds			-	
State, Federal and Local Aid	9,228,093.05		552,870.16	
Transfers from Other Funds	740,768.13		-	
Miscellaneous Funds	86,796.36		11,086.73	
TOTAL RECEIPTS	20,643,873.79	20,643,873.79	586,948.42	586,948.42
DISBURSEMENTS				
Payroll and Benefits	5,912,413.40		650.00	
Warrants	15,841,204.07		181,886.22	
Transfers to Other Funds	-		740,768.13	
Miscellaneous Disbursements	66.19		272.79	
TOTAL DISBURSEMENTS	21,753,683.66	(21,753,683.66)	923,577.14	(923,577.14)
ENDING CASH ON HAND:		14,982,987.82		491,217.08
GENERAL FUND CHECKING	8,299,432.26		SPECIAL AID CHKG - CHASE	435,313.55
GENERAL FUND SAVINGS	1,766,327.84		SPECIAL AID CHKG - M&T	55,903.53
PAYROLL CHECKING	166,343.58			
DENTAL/FSA ACCOUNT CASH	113,071.22			
GENERAL FUND CD	1,030,611.45			
CASH- LIABILITY RESERVE	219,725.33			
CASH- UNEMPLOYMENT RES	163,553.33			
CASH- CTE RESERVE	54,859.38			
TREASURY INVESTMENTS	3,169,063.43			
	14,982,987.82			491,217.08

BEGINNING CASH ON HAND

RECEIPTS:

Interest Earned
Component Contributions
Transfers from Other funds
Donations
Miscellaneous Funds

TOTAL RECEIPTS

DISBURSEMENTS

Warrants
Scholarships
Transfers to Other Funds
Miscellaneous Disbursements

TOTAL DISBURSEMENTS

ENDING CASH ON HAND:

MISC SPECIAL REVENUE	
	74,561.66
Interest Earned	118.29
Component Contributions	-
Transfers from Other funds	-
Donations	-
Miscellaneous Funds	-
TOTAL RECEIPTS	118.29
	118.29
Warrants	21,328.58
Scholarships	2,500.00
Transfers to Other Funds	-
Miscellaneous Disbursements	-
TOTAL DISBURSEMENTS	23,828.58
	(23,828.58)
	50,851.37
B4 SCIENCE	(20,575.71)
GIFT FUND SAVINGS	71,427.08
	50,851.37

CAPITAL FUND

CAPITAL FUND	
	1,965,224.25
2,631.15	
-	
-	
-	
-	
2,631.15	2,631.15
56,240.00	
-	
-	
-	
56,240.00	(56,240.00)
	1,911,615.40
CAPITAL FUND CHECKING	381,703.49
CAPITAL FUND INVESTMENTS	1,529,911.91
	1,911,615.40

----- CUSTODIAL FUNDS -----

	Rochester Area School Health Plan I	Rochester Area School Health Plan II	Rochester Area School Workers' Comp Plan	Wayne Finger Lakes Workers' Comp Plan	TOTAL CUSTODIAL
BEGINNING CASH ON HAND	15,116,228.26	139,584,226.49	35,298,092.47	241,943.90	190,240,491.12
RECEIPTS:					
Interest Earned	27,781.19	307,118.73	115,790.97	-	
Contributions	1,292,456.92	27,764,247.75	-	258,056.10	
Miscellaneous Funds	-	-	-	-	
TOTAL RECEIPTS	1,320,238.11	28,071,366.48	115,790.97	258,056.10	29,765,451.66
DISBURSEMENTS					
Claims	1,404,964.56	19,468,573.85	300,425.75	137,033.32	
Admin and Other Disbursements	96,620.48	790,572.46	4,730.00	-	
TOTAL DISBURSEMENTS	1,501,585.04	20,259,146.31	305,155.75	137,033.32	(22,202,920.42)
ENDING CASH ON HAND:	14,934,881.33	147,396,446.66	35,108,727.69	362,966.68	197,803,022.36
RASHP I CHECKING	3,909,040.14				3,909,040.14
RASHP I SAVINGS / INVESTMENTS	4,636,140.57				4,636,140.57
RASHP II CHECKING		28,438,979.02			28,438,979.02
RASHP II SAVINGS / INVESTMENTS		58,348,859.30			58,348,859.30
RASWC CHECKING			3,700,257.19		3,700,257.19
RASWC SAVINGS / INVESTMENTS			16,258,194.73		16,258,194.73
WFL WC CHECKING				362,966.68	362,966.68
TREASURY INVESTMENTS	6,389,700.62	60,608,608.34	15,150,275.77		82,148,584.73
TOTAL CASH	14,934,881.33	147,396,446.66	35,108,727.69	362,966.68	197,803,022.36

Collateral Analysis	M&T Bank	Five Star Bank	Chase Bank
Bank Totals	38,525,752.70	80,730,316.16	10,665,977.01
<i>Collateral:</i>			
FDIC	500,000.00	250,000.00	250,000.00
Additional FDIC through CD Option	-	65,545,910.63	-
Letter of Credit	22,100,000.00	-	-
Collateral held by Bank	-	-	15,140,810.65
Collateral held by Third Party	29,956,822.98	15,542,828.27	-
	<u>52,556,822.98</u>	<u>81,338,738.90</u>	<u>15,390,810.65</u>
Over / (Under) Collateralized	14,031,070.28	608,422.74	4,724,833.64

Treasurer's Notes:

State aid received in June and distributed by year end.

This is to certify that I have received these balances:



 District Clerk



 Assistant Superintendent for Finance and Operations



 Treasurer

08-10-2023

 Date

8/9/23

 Date

7/15/23

 Date

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2023

Fiscal Year: 2023

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
0 Administration							
100 SALARIES		1,221,019.00	84,325.00	1,305,344.00	1,301,581.23	0.00	3,762.77
200 EQUIPMENT		15,650.00	113,145.88	128,795.88	115,609.34	371.07	12,815.47
300 SUPPLIES		16,450.00	1,466.57	17,916.57	15,258.72	0.00	2,657.85
400 CONTRACTUAL		400,609.00	157,347.57	557,956.57	499,943.37	21,997.24	36,015.96
470 Rental of Facilities		2,370,568.00	0.00	2,370,568.00	1,982,407.02	7,571.56	380,589.42
700 INTEREST ON REVENUE NOTES		4,000.00	-3,700.00	300.00	0.00	0.00	300.00
800 EMPLOYEE BENEFITS		608,158.00	-33,488.00	574,670.00	552,257.12	0.00	22,412.88
899 Oth Post Retirement Benft		6,066,488.00	-292,055.00	5,774,433.00	5,224,693.72	0.00	549,739.28
910 TRANSFER TO CAPITAL FUND		800,000.00	0.00	800,000.00	800,000.00	0.00	0.00
950 TRANSFER FROM O & M		69,837.00	0.00	69,837.00	69,837.00	0.00	0.00
960 TRANSFER CHARGE		271,154.00	8,856.67	280,010.67	279,875.67	0.00	135.00
Subtotal of 0 Administration		11,843,933.00	35,898.69	11,879,831.69	10,841,463.19	29,939.87	1,008,428.63
1 Career Education							
100 SALARIES		4,484,827.00	-55,276.15	4,429,550.85	4,441,471.54	0.00	-11,920.69
200 EQUIPMENT		105,000.00	419,939.42	524,939.42	338,227.81	183,564.58	3,147.03
300 SUPPLIES		415,750.00	110,155.60	525,905.60	516,996.88	2,925.07	5,983.65
400 CONTRACTUAL		309,250.00	372,288.03	681,538.03	630,349.76	7,247.59	43,940.68
490 SCH DIST AND OTHER BOCES		28,125.51	893.58	29,019.09	29,019.09	0.00	0.00
800 EMPLOYEE BENEFITS		2,284,913.00	-482,228.71	1,802,684.29	1,752,502.53	0.00	50,181.76
950 TRANSFER FROM O & M		1,417,510.00	3,992.80	1,421,502.80	1,421,502.80	0.00	0.00
960 TRANSFER CHARGE		600,742.00	-23,459.49	577,282.51	577,282.51	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		0.00	-12,107.77	-12,107.77	-11,972.77	0.00	-135.00
990 TRANS CREDTS FR OTHER FUND		-6,750.00	5,248.00	-1,502.00	-1,502.00	0.00	0.00
Subtotal of 1 Career Education		9,639,367.51	339,445.31	9,978,812.82	9,693,878.15	193,737.24	91,197.43
2 Special Education							
100 SALARIES		6,331,556.00	109,560.08	6,441,116.08	6,090,648.60	0.00	350,467.48
200 EQUIPMENT		148,071.00	-16,762.96	131,308.04	36,798.01	20,322.98	74,187.05
300 SUPPLIES		68,333.00	19,283.61	87,616.61	51,182.59	0.00	36,434.02
400 CONTRACTUAL		1,174,556.00	-13,986.82	1,160,569.18	634,864.56	1,997.31	523,707.31
490 SCH DIST AND OTHER BOCES		5,486,216.52	700,435.71	6,186,652.23	6,187,136.09	0.00	-483.86
800 EMPLOYEE BENEFITS		3,606,135.00	149,838.23	3,755,973.23	3,343,178.37	0.00	412,794.86
950 TRANSFER FROM O & M		415,023.00	0.00	415,023.00	415,023.00	0.00	0.00
960 TRANSFER CHARGE		15,742,997.00	-1,247,354.43	14,495,642.57	14,495,642.57	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-187,595.00	-439,270.67	-626,865.67	-626,865.67	0.00	0.00
Subtotal of 2 Special Education		32,785,292.52	-738,257.25	32,047,035.27	30,627,608.12	22,320.29	1,397,106.86
3 Itinerent Services							
100 SALARIES		12,272,957.00	-261,069.98	12,011,887.02	10,701,938.11	0.00	1,309,948.91
200 EQUIPMENT		116,420.00	1,937.73	118,357.73	18,011.88	100.00	100,245.85
300 SUPPLIES		97,307.00	-6,108.19	91,198.81	20,692.75	0.00	70,506.06

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2023

Fiscal Year: 2023

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
400 CONTRACTUAL		1,183,047.00	-226,619.56	956,427.44	189,556.23	0.00	766,871.21
490 SCH DIST AND OTHER BOCES		651,205.39	-498,332.20	152,873.19	150,661.86	0.00	2,211.33
800 EMPLOYEE BENEFITS		6,525,938.00	-364,466.01	6,161,471.99	5,083,730.70	0.00	1,077,741.29
950 TRANSFER FROM O & M		8,415.00	4,565.60	12,980.60	12,980.60	0.00	0.00
960 TRANSFER CHARGE		1,358,059.00	396,563.93	1,754,622.93	1,754,622.93	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-11,265,795.00	1,158,750.00	-10,107,045.00	-10,107,045.00	0.00	0.00
Subtotal of 3 Itinerent Services		10,947,553.39	205,221.32	11,152,774.71	7,825,150.06	100.00	3,327,524.65
4 General Instruction							
100 SALARIES		1,823,548.00	161,985.62	1,985,533.62	1,914,899.58	0.00	70,634.04
200 EQUIPMENT		5,100.00	837.00	5,937.00	1,113.00	250.00	4,574.00
300 SUPPLIES		10,850.00	6,129.62	16,979.62	11,135.32	0.00	5,844.30
400 CONTRACTUAL		691,688.00	688,519.95	1,380,207.95	1,030,286.97	8,580.92	341,340.06
490 SCH DIST AND OTHER BOCES		77,395.56	316,718.78	394,114.34	394,036.12	0.00	78.22
800 EMPLOYEE BENEFITS		640,205.00	39,996.17	680,201.17	609,399.89	0.00	70,801.28
950 TRANSFER FROM O & M		143,987.00	530.96	144,517.96	144,517.96	0.00	0.00
960 TRANSFER CHARGE		183,465.00	5,867.41	189,332.41	189,332.41	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-48,055.00	-707.20	-48,762.20	-48,762.20	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-3,160.00	0.00	-3,160.00	-3,160.00	0.00	0.00
Subtotal of 4 General Instruction		3,525,023.56	1,219,878.31	4,744,901.87	4,242,799.05	8,830.92	493,271.90
5 Instruction Support							
100 SALARIES		5,863,168.00	78,468.01	5,941,636.01	5,553,065.99	0.00	388,570.02
200 EQUIPMENT		3,511,696.00	7,546,402.25	11,058,098.25	10,107,938.46	647,554.97	302,604.82
300 SUPPLIES		832,892.00	429,487.90	1,262,379.90	939,641.20	94,982.90	227,755.80
400 CONTRACTUAL		5,331,752.00	1,438,599.64	6,770,351.64	6,304,137.75	255,024.87	211,189.02
490 SCH DIST AND OTHER BOCES		617,369.02	511,055.50	1,128,424.52	1,133,124.52	0.00	-4,700.00
800 EMPLOYEE BENEFITS		2,753,512.00	-13,617.65	2,739,894.35	2,352,352.11	0.00	387,542.24
950 TRANSFER FROM O & M		680,763.00	4,320.00	685,083.00	685,083.00	0.00	0.00
960 TRANSFER CHARGE		1,113,972.00	42,318.25	1,156,290.25	1,156,290.25	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-2,729,807.00	209,294.21	-2,520,512.79	-2,520,512.79	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-86,679.00	53,301.18	-33,377.82	-33,377.82	0.00	0.00
Subtotal of 5 Instruction Support		17,888,638.02	10,299,629.29	28,188,267.31	25,677,742.67	997,562.74	1,512,961.90
6 Other Services							
100 SALARIES		2,451,251.00	2,518.31	2,453,769.31	2,307,818.77	0.00	145,950.54
200 EQUIPMENT		483,443.00	343,787.16	827,230.16	618,079.80	168,130.24	41,020.12
300 SUPPLIES		34,988.00	44,033.40	79,021.40	43,207.41	1,845.27	33,968.72
400 CONTRACTUAL		3,787,082.00	671,865.74	4,458,947.74	3,334,694.35	339,880.37	784,373.02
490 SCH DIST AND OTHER BOCES		7,861,542.01	4,414,000.10	12,275,542.11	12,275,645.80	0.00	-103.69
800 EMPLOYEE BENEFITS		1,095,634.00	-37,435.51	1,058,198.49	910,641.35	0.00	147,557.14
950 TRANSFER FROM O & M		121,997.00	195.64	122,192.64	122,192.64	0.00	0.00
960 TRANSFER CHARGE		125,810.00	5,732.00	131,542.00	131,542.00	0.00	0.00

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2023

Fiscal Year: 2023

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
970 TR CREDTS FR SERVICE PROGR		-1,903,103.00	35,046.72	-1,868,056.28	-1,868,056.28	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-115,726.00	38,594.57	-77,131.43	-77,131.43	0.00	0.00
Subtotal of 6 Other Services		13,942,918.01	5,518,338.13	19,461,256.14	17,798,634.41	509,855.88	1,152,765.85
7 Undefined							
100 SALARIES		3,418,835.00	108,114.27	3,526,949.27	3,468,448.53	0.00	58,500.74
200 EQUIPMENT		48,800.00	-28,551.95	20,248.05	20,328.86	0.00	-80.81
300 SUPPLIES		233,680.00	22,610.36	256,290.36	237,221.60	1,139.32	17,929.44
400 CONTRACTUAL		1,853,869.00	140,327.41	1,994,196.41	1,903,567.73	39,131.31	51,497.37
800 EMPLOYEE BENEFITS		1,638,322.00	-227,509.46	1,410,812.54	1,302,699.80	0.00	108,112.74
950 TRANSFER FROM O & M		574,609.00	5,911.60	580,520.60	580,520.60	0.00	0.00
960 TRANSFER CHARGE		1,543,402.00	-1,385.63	1,542,016.37	1,542,016.37	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-8,237,387.00	-157,660.60	-8,395,047.60	-8,395,047.60	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-1,074,130.00	138,144.00	-935,986.00	-935,986.00	0.00	0.00
Subtotal of 7 Undefined		0.00	0.00	0.00	-276,230.11	40,270.63	235,959.48
Total GENERAL FUND		100,572,726.01	16,880,153.80	117,452,879.81	106,431,045.54	1,802,617.57	9,219,216.70



THE COMMUNITY FOUNDATION

Monroe 2 - Orleans Educational Foundation Fund

Fund Activity Statement April 01, 2023 through June 30, 2023

Endowment Account	First Quarter	Year To Date
	<u>Apr - Jun 23</u>	<u>Apr - Jun 23</u>
Beginning Balance	\$ 1,694,443.41	\$ 1,694,443.41
Charitable Contributions *	0.00	0.00
Non-Charitable Contributions	0.00	0.00
Pledge Contributions *	0.00	0.00
Gain/(Loss) on Gift Transactions	0.00	0.00
Net Investment Return	40,169.43	40,169.43
Distributions to Grantmaking Account	0.00	0.00
Administrative Fee	(3,719.23)	(3,719.23)
Other Activity *	0.00	0.00
Ending Balance	<u><u>\$ 1,730,893.61</u></u>	<u><u>\$ 1,730,893.61</u></u>

Grantmaking Account	First Quarter	Year To Date
	<u>Apr - Jun 23</u>	<u>Apr - Jun 23</u>
Beginning Balance	\$ 0.00	\$ 0.00
Charitable Contributions *	0.00	0.00
Non-Charitable Contributions	0.00	0.00
Returned Grants	0.00	0.00
Gain/(Loss) on Gift Transactions	0.00	0.00
Distributions from Endowment	0.00	0.00
Grants *	0.00	0.00
Other Activity *	0.00	0.00
Ending Balance	<u><u>\$ 0.00</u></u>	<u><u>\$ 0.00</u></u>

*Transaction detail attached

Review Community Foundation investment results anytime at www.racf.org/Financials.

Contractor Report				
July 2022 - June 2023				
Vendor	Department	Amount	Purpose	Term
2B SOLUTIONS	B4S	\$138,800	Inventory System	Multi Year
ARAMARK	O&M	\$293,566	Management Services	Multi Year
BEVONA, CHERIE M.	Professional Development	\$62,027	Grant Writer	One Year
BFB ASSOCIATES	Administration	\$65,128	Lease of Building Space	Multi Year
BOXX MODULAR, INC.	Administration	\$89,081	Temp Classrooms - Springdale Farms	Multi Year
BUSINESSOLVER COM, INC	Health Consortium	\$508,094	Electronic Enrollment System	Multi Year
CAPITAL COMPUTERS ASSOCIATES	Administration	\$111,292	Accounting Software	One Year
CHILDREN'S INSTITUTE, INC.	Administration	\$66,900	Professional Development	One Year
CHILI PAUL COMPLEX	Administration	\$49,564	Lease of Building Space	Multi Year
DAVID CORPORATION	Workers' Comp	\$88,805	Claims Processing System	Multi Year
DAY AUTOMATION SYSTEMS	O&M/Security	\$110,869	Building & Security Technology	One Year
DEMARTE COMPANIES PROPERTY HOLDINGS LLC	Administration	\$106,500	Lease of Building Space	Multi Year
ENCOMPASS SUPPLY CHAIN SOLUTIONS, INC.	CaTS	\$141,401	IT Supplies for computer repairs	One Year
FRONTEDGE, INC.	HR	\$85,036	On-Line Web Recruitment	Multi Year
FRONTIER COMMUNICATIONS	CaTS	\$88,226	Data Services	Multi Year
FRONTLINE TECHNOLOGIES GROUP, LLC	Special Ed	\$110,347	Time Management Software	Multi Year
FUEL EDUCATION LLC	CaTS	\$41,000	On-Line Catalog for 6-12 Grades	One Year
GOLDEN OVAL INTERNATIONAL	CWD	\$70,920	Lease of Building Space	Multi Year
GRAINGER	CTE & O&M	\$157,668	Industrial Supplies	One Year
HERMANCE MACHINE CO.	CTE	\$53,649	Dust Collector Bag Filter	One Year
INTERNATIONAL BACCALAUREATE ORGANIZATION	Professional Development	\$94,000	IB Coordinator Training - Workshop	One Year
INTERPRETEK	Special Ed	\$80,914	Interpreting Services	Multi Year
LINDENMEYR-MUNROE	CaTS	\$51,395	Printing Supplies	One Year
LOWE'S HOME CENTERS, INC.	CTE & O&M	\$89,154	Industrial Supplies	One Year
MENGEL METZGER BARR & COMPANY LLP	Administration	\$59,402	Accounting Services	One Year
MSC	CTE & O&M	\$48,037	Industrial Supplies	One Year
NYSIR	Administration	\$154,839	Property & Casualty Insurance	One Year
PIPITONE ENTERPRISES LLC	CTE	\$109,131	Capital Project	One Year
PITNEY BOWES	All Departments	\$61,096	Maintenance of Equipment	One Year
PRECISION PROPERTIES	Administration	\$864,857	Lease of Building Space	Multi Year
RELCOMM INC.	CaTS	\$54,383	Telephone System	One Year
SOUTHWORTH-MILTON, INC.	CTE	\$106,938	Hydraulic Excavator	One Year
SPENCERPORT INVESTORS, LLC	Administration	\$61,950	Lease of Building Space	Multi Year
STOCKHAM LUMBER CO INC.	CTE	\$41,222	Classroom Supplies	One Year

Contractor Report				
July 2022 - June 2023				
Vendor	Department	Amount	Purpose	Term
TECH PARK OWNER LLC	Administration	\$1,653,601	Lease of Building Space	Multi Year
THOMPSON, JIM	Professional Development	\$94,958	Professional Development	One Year
TURNER DRIVE ASSOCIATES LLC	Administration	\$114,900	Lease of Building Space	Multi Year
ULINE INC.	B4S	\$42,816	Moving and Kit Supplies	One Year
UNITED PARCEL SERVICE	B4S	\$257,272	Package Delivery Service	Multi Year
VAN BORTEL FORD, INC.	O&M	\$190,859	Purchase of 3 Vehicles	One Year
W.B. MASON COMPANY	All Departments	\$189,274	Janitor/Paper Supplies	One Year
WASTE MANAGEMENT OF NY LLC	O&M	\$88,372	Refuse and Waste Removal	One Year
WEGMAN'S	CTE	\$59,913	Classroom Supplies	One Year
WOLF MECHANICAL SERVICE, LLC	O&M	\$54,229	HVAC Services	One Year
	44	\$7,062,386		

7. Audit Committee Update - Steve Roland
 1. Resolution to Approve Audit Committee Meeting Minutes, July 12, 2023



Monroe 2–Orleans
Board of Cooperative Educational Services

Jo Anne L. Antonacci, District Superintendent

**Finance
Office**

Steve Roland
*Assistant Superintendent
for Finance and Operations*
Tel: (585) 352-2412
Fax: (585) 352-2756
Email:
sroland@monroe2boces.org

Audit Committee Meeting

July 12, 2022

Members Present: Dennis Laba, Chuck Phillips, John Abbott, Michael May

Others Present: Jo Anne Antonacci, Steve Roland, Tom Zuber, Cindy Dawson

I. External Audit

Tom Zuber (Mengel Metzger Barr & Co) provided a summary plan for the upcoming 22/23 Financial Audit. Some of the areas of focus included the following:

- Audit Scope
- Management Responsibilities
- Fraud Risk and Internal Controls
- Fund Balance/Reserves
- Federal Funding/Single Audit
- Staff Changes in Key Positions

II. Audit Committee Charter

Steve asked if there were any proposed changes to the current Audit Committee Charter; there were none.

Cc: Board

8. Board Presentation - Operations and Maintenance, Assistant Superintendent for Finance and Operations, Steve Roland, District Superintendent Jo Anne Antonacci



CLIENT BUSINESS REVIEW

Partner Monroe 2-Orleans BOCES

Date August 16, 2023



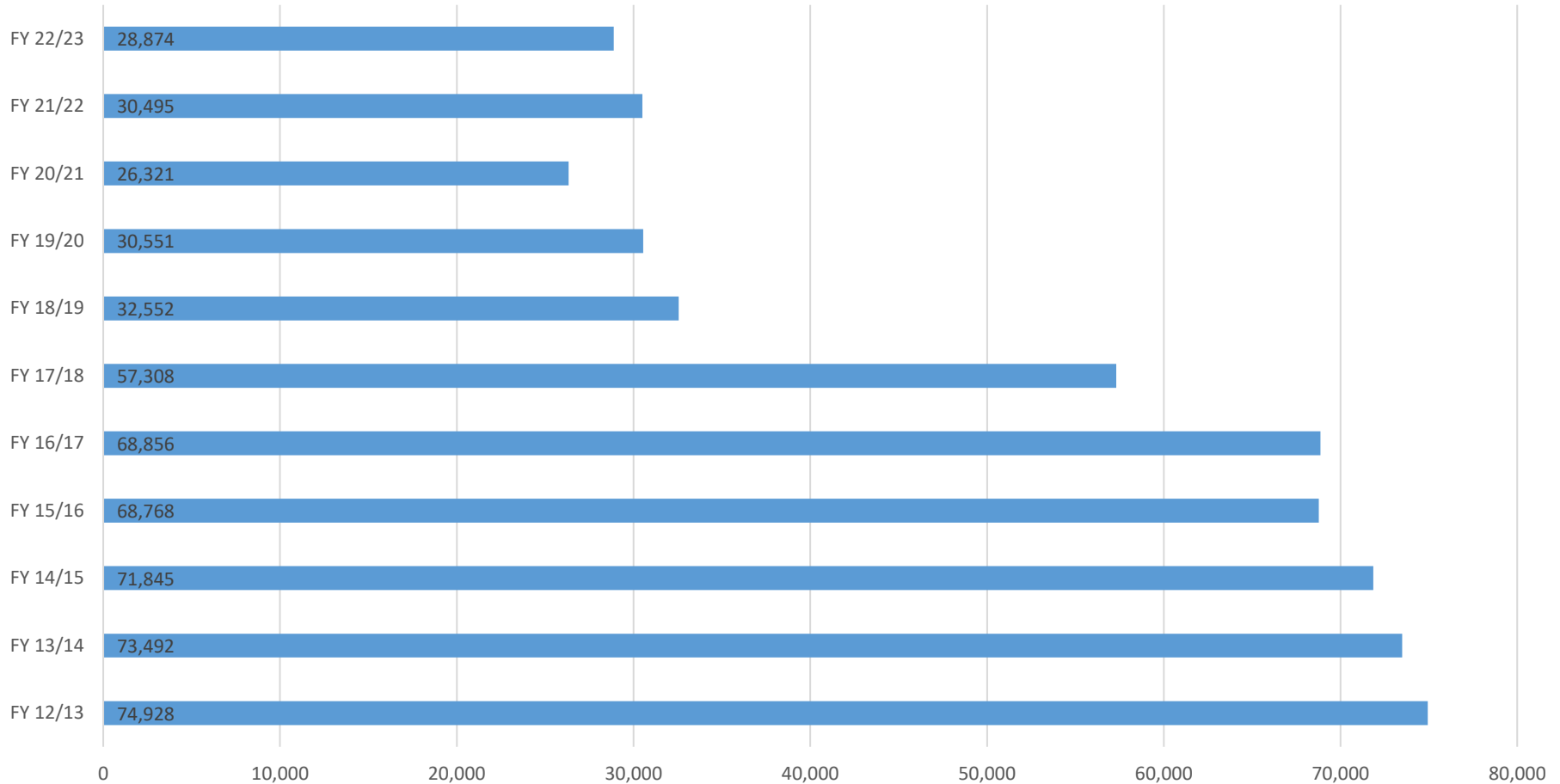
PARTNERSHIP

ENERGY SAVINGS



Electric Costs CTE North and South Buildings

Electrical Costs CTE North and South Buildings



	FY 12/13	FY 13/14	FY 14/15	FY 15/16	FY 16/17	FY 17/18	FY 18/19	FY 19/20	FY 20/21	FY 21/22	FY 22/23
Series1	74,928	73,492	71,845	68,768	68,856	57,308	32,552	30,551	26,321	30,495	28,874

PARTNERSHIP

SAFETY



Safety

How does the Toolkit help Front Line Managers?

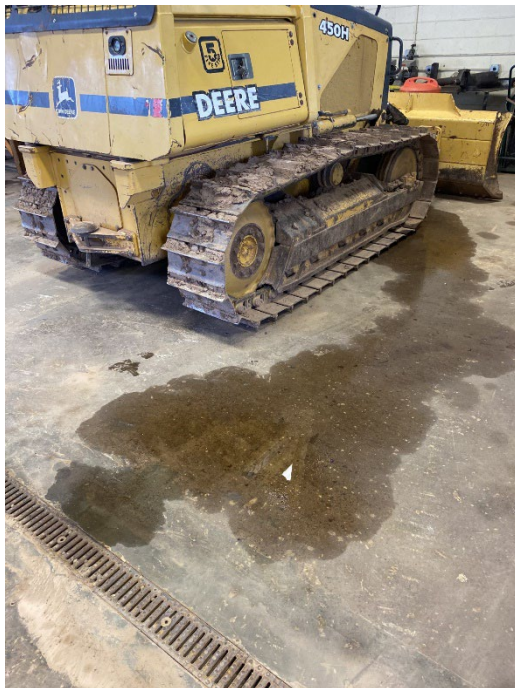
The **SAFE Compliance Toolkit** contains easy-to-use, simplified documents and tools to manage risk at Aramark client locations. The Toolkit provides FLMs with guidance to:

- Protect employees and the environment
- Deliver on our commitment to compliance
- Identify and drive accountability
- Prepare for client and regulatory inspections



What's in the Toolkit?

The Toolkit contains eleven (11) key Environmental and Occupational Safety programs customized to highlight fundamental requirements necessary to demonstrate compliance. Each program contains a Program Standard, Quick Standard, Procedures, Forms and Tools to enable proper implementation. Refer to the table below for the intended audience and descriptions of each document type provided in the Toolkit.



Weekly Safety Briefs

SAFE Brief

FOOD & FACILITY SAFE BRIEF – FOURTH QUARTER FY23 CALENDAR

SAFE Brief CALENDAR QTR. 4 - FY23

WEEK	SAFE Brief TOPIC	SAFE Brief TOPIC	SAFE Brief TOPIC	SAFE Brief TOPIC
JULY	FOOD	CLEANING/CUSTODIAL	MAINTENANCE	GROUNDS
07/03 – 07/07	Slip, Trip & Fall Prevention	Slip, Trip & Fall Prevention	Slip, Trip & Fall Prevention	Slip, Trip & Fall Prevention
07/10 – 07/14	Burns and Scalds - Food Service	Burns and Scalds - Facilities	Burns and Scalds - Facilities	Burns and Scalds - Facilities
07/17 – 07/21	Driver Safety	Driver Safety	Driver Safety	Driver Safety
07/24 – 07/28	Heat Stress	Heat Stress	Heat Stress	Heat Stress
AUGUST	FOOD	CLEANING/CUSTODIAL	MAINTENANCE	GROUNDS
07/31 – 08/04	Fats, Oils and Grease (FOG) Management	Fats, Oils and Grease (FOG) Management	Fats, Oils and Grease (FOG) Management	Fats, Oils and Grease (FOG) Management
08/07 – 08/11	Cart Safety	Cart Safety	Cart Safety	Cart Safety
08/14 – 08/18	Cuts & Laceration Prevention - Food Service	Cuts & Laceration Prevention - Facilities	Cuts & Laceration Prevention - Facilities	Cuts & Laceration Prevention - Facilities
08/21 – 08/25	Ergonomic Safety	Ergonomic Safety	Ergonomic Safety	Ergonomic Safety
08/28 – 09/01	Preventing a Serious Allergic Reaction	Back Injury Prevention	Back Injury Prevention	Back Injury Prevention
SEPTEMBER	FOOD	CLEANING/CUSTODIAL	MAINTENANCE	GROUNDS
09/04 – 09/08	Preventing Foreign Objects in Food	Lifting & Manual Handling	Lifting & Manual Handling	Lifting & Manual Handling
09/11 – 09/15	Hot Food Storage	See Something, Say Something	See Something, Say Something	See Something, Say Something
09/18 – 09/22	Cold Food Storage	Hazard Communication	Hazard Communication	Hazard Communication
09/25 – 09/29	Cooling Food	Safe Work Pace	Safe Work Pace	Safe Work Pace

PARTNERSHIP

SCHOLARSHIPS



Scholarship Recipients through the Educational Foundation



Kaleigh Barsell
(Churchville-
Chili CSD)



Elizabeth
Randall
(Kendall CSD)

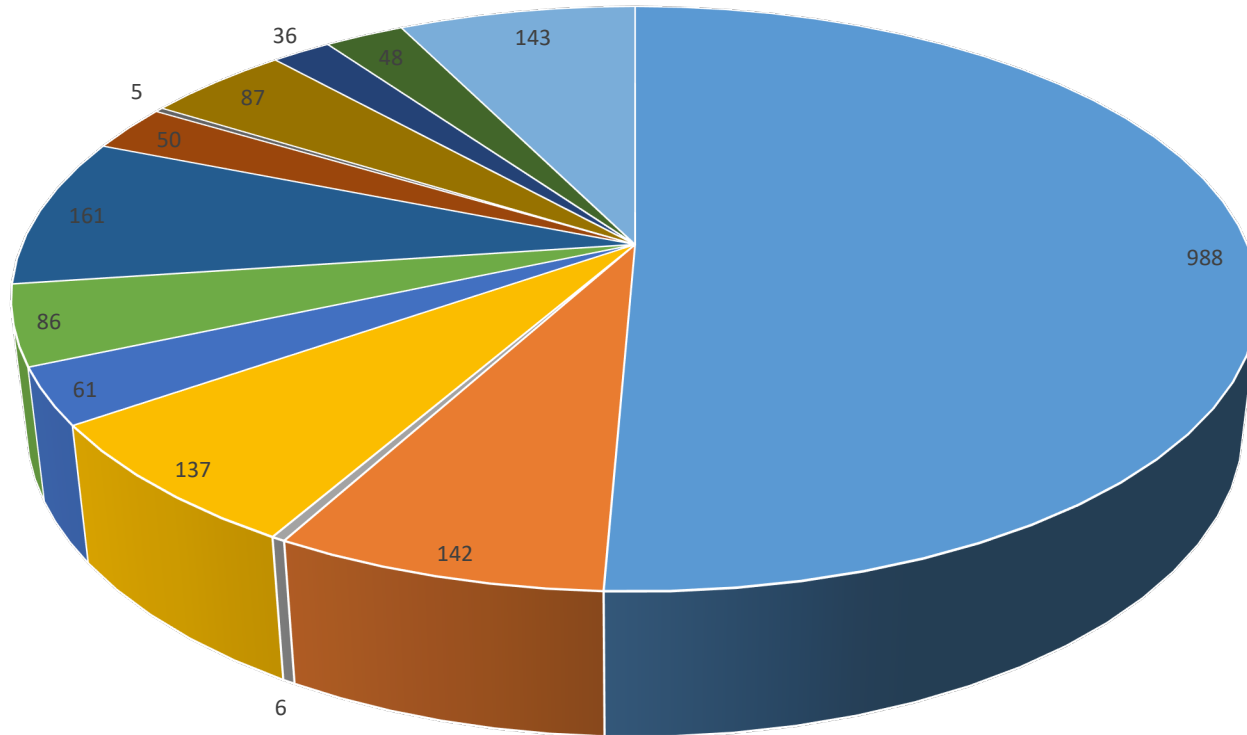
O&M SUPPORT

WORK ORDERS

Work Orders 22-23

Number of Work Orders FY 22-23

Total Number of Work Orders: 1,962



- CTE (N)
- CTE (S)
- ADL
- Ridgecrest
- CaTS
- CWD
- ESC
- B4S
- Paul Road
- RTP
- VP
- Westside
- Westview

O&M SUPPORT

SERVICES

Operations & Maintenance

Cleaning of
Buildings

Issuing of Keys

Office / Classroom
Painting

Auctions: CWD &
CTE

SEPTO Fair / CTE
Job Fair

Snow Removal

Fire Inspections –
Monroe County
Inspections

HVAC Maintenance
(Filters, Trouble
Calls, Temperature
Changes)

Maintaining
Grounds

Project's Through Out BOCES Buildings



Floor Care- Sealing of Floors in CTE North

Project's Through Out BOCES Buildings



Floor Care - Student Staff Member

Project's Through Out BOCES Buildings



Change Signage for Programs



Painting at ECLC

O&M SUPPORT

PROJECTS

Operations & Maintenance

Relocation for
BOCES 4 Science

Summer '23 Moves

2022 Capital
Project - Welding

B4S Warehouse
Cleanout / Space
Needed for Special
Education

Future Capital
Projects - HVAC

Springdale Farms

2023 Capital
Project – ESC
Security

Nail Salon
Ventilation Project

CTE – Program
relocations for 22-
23

Project's Through Out BOCES Buildings



Moving Items from SAB to Westview



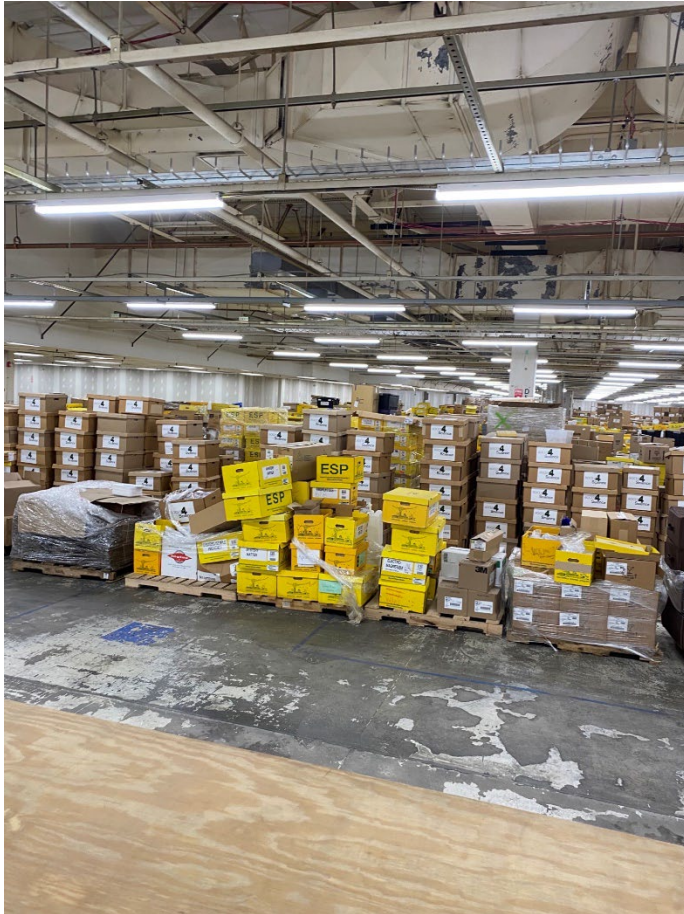
Moving Items from Heavy Equipment into PODS to be relocated to Springdale

Project's Through Out BOCES Buildings



Removal of Walls at 3555 Buffalo Road

Project's Through Out BOCES Buildings



Transition at BOCES 4 Science (771 Elmgrove Road)

O&M SUPPORT

Property Discussion

Springdale Farms

Adjacent Property

Buffalo Road Options

O&M Presentations

What Would You Like To See Moving Forward?

9. Old Business

1. Review of Monroe 2-Orleans BOCES Equity Plan



Monroe 2-Orleans BOCES
EQUITY PLAN



EQUITY STATEMENT

Monroe 2-Orleans BOCES is dedicated to creating welcoming and affirming environments for all staff, students and community members. In 2022, the organization adopted the following equity statement:

Monroe 2-Orleans BOCES is a service organization committed to creating an inclusive, responsive, safe environment and promoting a sense of belonging that allows everyone to learn and grow. We are dedicated to embracing kindness, empathy, curiosity, and diversity. Our organization will ensure that communication and decision making are done respectfully and responsively by honoring the diverse perspectives of all.



INCLUSIVITY ACTION COMMUNITY

BOCES 2's Diversity, Equity and Inclusion Committee

In 2022, Monroe 2-Orleans BOCES built a team of dedicated individuals to represent the entire organization, and guide efforts to nurture an environment which allows for the success and fulfillment of every member of the BOCES 2 community through a focused lens on Diversity, Equity and Inclusion (DEI). Inclusivity Action Community (IAC) members participate in monthly meetings, provide critical feedback on important organizational work and serve as departmental liaisons to implementation. These individuals are committed to ensuring all have the opportunity to succeed, engaging in challenging and empowering conversations, exploring biases and personal perspectives and making a difference.

Through meetings, the group has helped guide professional development for staff, driven decision-making processes for programming, evaluated spaces and celebrations and have worked collaboratively to promote inclusion.

If you would like to join the committee, please notify a member of the IAC.

Committee Members

Administration

Jo Anne Antonacci
Marijo Pearson
Michelle Ryan
Thomas Schulte

BOCES 2 Board

Gerald Maar

Career and Technical Education

Theresa Alampi-Cortez
Paula Boughton
Carol Lupisella
Lisa McConville

Center for Workforce Development

Casey Karger

Communication and Technology Services

Jennifer Merkel
Beth Nash

Department for Exceptional Children

Jayden Abrams
Carol Beaty
Colleen Dox-Griffith
Elizabeth Grip
Annalise Johnson-Smith
Kayla Reed

Monroe/Orleans Accountability, Assessment and Reporting Services (MAARS)

Lorena Stabins

Office of Curriculum, Instruction and Professional Development

Janet Hess
Sabrina Nudo
Cori Smith

Office of Finance

Kimberly Patti
Amy Sassenhausen
Wendy Vergamini

Office of the District Superintendent

Kelly Mutschler

Westside Academy

Martha Willis

Operations and Maintenance

Stephen Oblick

The committee is supported by Monroe One BOCES Director of Diversity and Equity Planning Svetlana Stowell.



Governance

Establishing an organizational Diversity, Equity and Inclusion Committee that is representative of all stakeholders, including students

Action Items	Person(s) Responsible	Timeline	Implementation
<p>Equity Policy Development</p> <ul style="list-style-type: none"> Review policy samples from professional organizations and other BOCES/districts for ideas Seek board approval Policy to be adopted 2022-23 	<p>Cabinet Inclusivity Action Community (IAC) Extended Cabinet Labor Relations</p>	<p>Summer 2021 – June 2023</p>	<ul style="list-style-type: none"> Review Both the NYSED Call to Action and Policy Statement with all staff Create policy revision process that includes reviews and recommendations from Labor Relations, IAC and Cabinet.
<p>Review/revise Mission, Vision, Core Values and Strategic Goals through DEI lens</p>	<p>Cabinet IAC Extended Cabinet</p>	<p>Summer 2021 Spring 2022</p>	<ul style="list-style-type: none"> Review every 3-5 years through the following process: Cabinet engages in a full review and makes any recommendations for change IAC reviews recommendations to ensure alignment to the BOCES 2 Equity Statement Extended Cabinet provides further feedback
<p>Review existing policies to ensure alignment to BOCES 2 Equity Statement through DEI lens</p>	<p>Cabinet Labor Relations BOCES 2 Board IAC</p>	<p>2023-24 and ongoing</p>	<ul style="list-style-type: none"> Research tools to review policies through DEI lens Review policies and provide feedback Present revised policies for BOCES Board approval
<p>Create and regularly convene a DEI committee comprised of stakeholders representing all BOCES 2 programs and services</p>	<p>Cabinet IAC Steering Committee</p>	<p>Fall 2021 and ongoing</p>	<ul style="list-style-type: none"> Develop Cabinet-driven purpose and charge for the IAC Uniformly roll-out of BOCES 2 Equity Plan and integration Consider parents and students for the IAC

Teaching and Learning

Address the need for inclusive and culturally responsive teaching and learning, including but not limited to:

- Curricula in all content areas
- Books and instructional materials
- Pedagogical practices and professional development
- Classroom groupings policies and practices
- Student support systems for all developmental pathways
- Full and equitable opportunities to learn for all students
- Multiple assessment measures

Action Items	Person(s) Responsible	Timeline	Implementation
<p>Development and implementation of BOCES 2 Equity Plan for Professional Learning – Agency Wide based on the Culturally Responsive Sustaining Framework released by NYSED</p>	<p>Professional Learning Team (PLT) Curriculum, Instruction and Professional Development (CIPD) IAC School Library System (SLS)</p>	<p>2022 and ongoing</p>	<ul style="list-style-type: none"> • Develop BOCES 2 Equity Plan for Professional Learning: three-year scope and sequence with PD sessions and Meeting in a Box materials for all departments • Turnkey resources from other departments, such as the Mid-West Regional Bilingual Resource Network (RBERN), throughout the agency • Offer Professional Learning to support teaching and learning in culturally responsive content • Need to develop Meeting in a Box materials for the organization aligned to 4 principles of framework for use 2022-23 and beyond • Create a learning pathway to meet everyone where they are • Plan to educate all staff • Develop heritage month suggested calendar and equity space audit with check-ins annually • Create and develop learning opportunities for those who don't yet understand the importance of this work and how essential it is in any educational space • Implement and integrate Diversity, Equity and Inclusion (DEI) and Culturally Responsive and Sustaining Education (CRSE) best practices into BOCES 2 Professional Learning Plan • Offer book studies to help shift mindset and ground the work in research • Develop identity work activities • Begin with welcoming and affirming environment • Focus on mind shift and design activities to help with that • Bring clarity and separation between political and educational viewpoints and the workspace • Develop protocol on modeling open/honest conversation, transparency • Protocols how to keep conversations around equity focused on the person(s) • Determine timeline and Superintendent Conference Days • Review of all Internal Catalog Professional Development sessions to ensure for Diversity, Equity and Inclusion embedded in all • Include diversity, equity and inclusion professional development in New Staff Orientation with intentional work on CRSE Framework and the why for our work

Teaching and Learning (continued from page 5)

Action Items	Person(s) Responsible	Timeline	Implementation
<p>Diversity, Equity and Inclusion are consistently reflected in BOCES 2 curricula</p>	<p>Instructional Programs CIPD IAC</p>	<p>2023-24 and ongoing</p>	<ul style="list-style-type: none"> • Review all written curricular using a systemic approach to ensure curricular and resources represent the students in our classrooms and our community at large • Engage in curriculum writing to revise curricula documents to ensure equity • Create sample learning activities for regular use in the classrooms around the welcoming and affirming environment principle • Support students in creating and running student-led initiatives • Develop community circles with students and have them share their perspectives and insights into topics • Design safe space for students to have conversations and opinions • Encourage student activities related to culture (i.e., bring in foods related to culture)

Family and Community Engagement

Ensure family and community engagement practices are based on mutual trust, confidence and respect

Action Items	Person(s) Responsible	Timeline	Implementation
Communication is consistently provided agency wide regarding our commitment to and progress on diversity, equity and inclusion	Cabinet Extended Cabinet IAC Office of Communications	2022-23 and ongoing	<ul style="list-style-type: none"> Develop communication plan to all stakeholders including use of <ul style="list-style-type: none"> DEI web page, department meetings, program newsletters, and social media. Ensure equity statement is part of all communications <ul style="list-style-type: none"> Departments review Handbooks, Code of Conduct, Classified Handbook, newsletters, etc. to include BOCES 2 Equity Statement or equity statement
Assess BOCES 2 culture and climate through multiple means (i.e. surveys, interviews, focus groups, informal gatherings, etc.) to collect diverse stakeholder impressions and experiences, using questions that consider issues of diversity equity, and inclusion	IAC Cabinet Individual Departments	Summer/Fall 2023 and ongoing	<ul style="list-style-type: none"> Utilize DEI tools provided by NYSED including legal updates and best practices Survey all stakeholders (internal/external) and review data Utilize survey data to drive continuous improvement
IAC provides regular share outs from meetings, charge of the committee and action steps	IAC Steering Committee	2022-23 and ongoing	<ul style="list-style-type: none"> Share updates with Cabinet monthly Post updates to family and community on external webpage
Curate and communicate relevant resources from professional organizations	IAC Extended Cabinet Director of Diversity and Equity Planning	2022-23 and ongoing	<ul style="list-style-type: none"> Establish DEI internal/external web pages Reviews resources on DEI and update family and community on external website
Increase program accessibility to post-secondary students with and without disabilities	Cabinet Center for Workforce Development (CWD)	2023-24 and ongoing	<ul style="list-style-type: none"> Advocate to SED and NYS Legislature for increasing EPE reimbursements for students who need a high school equivalency or English language learning Seek partnerships and resources to support adults with disabilities in successfully accessing programming and services

Family and Community Engagement (continued from page 7)

Action Items	Person(s) Responsible	Timeline	Implementation
Establish connections with community partners who can help meet student needs	Cabinet Extended Cabinet Related Services IAC	2022-23 and ongoing	<ul style="list-style-type: none"> • Participate in Regional Equity Network (REN) • Participate in NYS BOCES-wide DEI network
Create opportunities to build relationships with families to learn and celebrate all learners	Instructional Programs	2023-24 and ongoing	<ul style="list-style-type: none"> • Seek out parent representatives on IAC and increase opportunities for parents for further their learning in this area • Provide additional opportunities for town meetings with families etc. • Implement celebrations of staff and students – shining stars, etc.

Workforce Diversity

Practices and policies for the recruitment and retention of a diverse workforce in all areas and levels

Action Items	Person(s) Responsible	Timeline	Implementation
Develop system to gather and review current staff and student diversity data	Instructional Programs MAARS Office for Human Resources	Winter/Spring 2022-23 and ongoing	<ul style="list-style-type: none"> Identify data sources and develop plan to review an use What elements of diversity? Consider subcommittee to identify diversity data
Examine and adjust recruiting, hiring and retention practices	Office for Human Resources All BOCES Departments	2023-24 and ongoing	<ul style="list-style-type: none"> Convene sub-committee to review current practices and: <ul style="list-style-type: none"> Work with REN and local districts and BOCES to research best practices in recruiting/hiring Work with post-secondary partners to attract their diverse graduates into our agency Develop standard questions that we want in all interviews Train interviewers on implicit bias training to help examine hiring and recruiting practices Explore flexible practices to help staff who may be facing barriers that may be preventing them from getting to work Work to develop best practices for retaining staff and holding training opportunities for support of all staff during these regular sub-committee meetings
Examine opportunities to support and nurture advancement of staff	Extended Cabinet Cabinet Office for Human Resources	2023-24 and ongoing	<ul style="list-style-type: none"> Identify current efforts Analyze opportunities for development and/or advancement for all staff (instructional and non-instructional) Continue/Implement ongoing staff recognition for contributions to BOCES

Diverse Schools, Programs and Learning Opportunities

Take creative steps to enhance the level of socioeconomic and racial diversity within schools (even if the student population is relatively homogeneous). Ensure coursework, programs and activities are accessible to all students, regardless of their disability status, native language, income level or any other basis

Action Items	Person(s) Responsible	Timeline	Implementation
Analysis of student subgroup data – performance, course enrollment (secondary), suspension, attendance and discipline	Instructional Programs MAARS	2023-24 and ongoing	<ul style="list-style-type: none"> • Develop a reporting structure and process to review data on a regular basis, viewing data through an equity lens • Share data with relevant stakeholders and develop action steps
Create learning spaces and resources that encourage student voice and equitable access for all	Instructional Programs	2023-24 and ongoing	<ul style="list-style-type: none"> • Diversify learning resources to best meet needs of all students • Determine barriers to equal access for all and create a plan to mitigate • Implement community circles to give voice to all students

Student Supports, Discipline and Wellness

Districts should consider:

- Programs and practices that enhance all students’ self-identity, self-confidence and self-esteem.
- Implementing non-discriminatory discipline policies and practices.
- Focusing on the well-being of the “whole child” by always considering and addressing the full range of student developmental pathways

Action Items	Person(s) Responsible	Timeline	Implementation
Review/Revise Code of Conduct through DEI restorative lens	IAC Instructional Programs Cabinet Board	2023-24 and ongoing	<ul style="list-style-type: none"> • Create an IAC subcommittee to: <ul style="list-style-type: none"> • Review current agency Code of Conduct • Make recommendations for revisions to ensure non-discriminatory discipline policies and practices • Research best practices for DEI with respect to discipline • Present feedback to the Code of Conduct committee consisting of CTE, Exceptional Children, Labor Relations, and Assistant Superintendent for Instructional Programs who will review, revise and share with Cabinet and the Board for final review.
Conduct an annual culture and climate student survey and identify areas of improvement	Instructional Programs IAC	2023-24 and ongoing	<ul style="list-style-type: none"> • Create an agency-wide culture and climate student survey that is <ul style="list-style-type: none"> • Developed by IAC subcommittee • Administered by Instructional Programs, who will then analyze results and create a data-driven plan to meet areas of opportunity • Develop partnerships with community agencies to address areas of identified student need.
Develop and implement student programs focusing on the whole child including students’ self-identity, self-confidence and self-esteem.	Instructional Programs IAC	2023-24 and ongoing	<ul style="list-style-type: none"> • Create a subcommittee that includes Instructional Program and IAC representatives to develop and implement programs emphasizing student well-being to include but not limited to restorative practices and social emotional learning competencies



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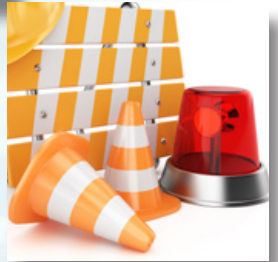
BOCES²

10. New Business

1. 2nd Reading and Resolution to Approve the 2023-24 District-Wide School Safety Plan (S.A.V.E.)

Monroe 2-Orleans BOCES

DISTRICT-WIDE SCHOOL SAFETY PLAN



2023-2024



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Introduction

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills, and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

The purpose of the Monroe 2–Orleans BOCES District-Wide Safety Plan and each school’s Emergency Response Plan (ERP) is to help school/site officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. It is important to develop, maintain, train and exercise ERPs in order to respond quickly before, during and after an incident. A well-developed and practiced ERP provides parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Monroe 2–Orleans BOCES uses the New York State suggested planning format to assist schools in meeting legislative mandates contained in 8 NYCRR Section 155.17 and provides the use of best practices to improve outcomes following emergency situations.

The content, organization, and terminology provided in the New York State Guide to School Emergency Response Planning aligns with the Federal Emergency Management Agency’s “Guide for Developing High-Quality School Emergency Operations Plans (2013)”. The organization of this guide supports two key practices being adopted in New York State. First, the guide provides standardized language that is consistent with current national emergency response protocols. Secondly, consistent formatting in each Building ERP aligns critical information necessary to improve rapid response to emergencies together in the following sections:

- The Basic Plan
- Functional Annexes
- Threat/Hazard Specific Annexes
- Appendices

The Basic Plan standardizes language and provides a structured framework for school ERPs statewide. Individualized policies and procedures have been developed by Monroe 2–Orleans BOCES based on potential circumstances and resources. Tools to manage an emergency include response procedures that are developed through threat assessments, safety audits, planning, and training before an incident occurs. Monroe 2–Orleans BOCES uses the recommended New York State Functional Annexes in order to standardize the terminology used by district employees and emergency responders during an emergency.

Functional annexes focus on critical operational functions and the courses of action developed to carry them out.

Actions and best practices are outlined in each of the Building Plans Threat/Hazard Annexes section, detail what to do in the event of various emergencies. These ERPs provide current information about school/site response team members, students and staff with special needs and any other information critical to each school building. The BOCES has also identified appropriate staff to fill specific roles related to incident command and appropriate response teams. All of the building principals, assistant principals, directors, supervisors and other key BOCES members have been trained in the Incident Command System. The BOCES has also appointed a Chief Emergency Officer as required in order to coordinate and communicate between staff and law enforcement and first responders. The Chief Emergency Officer is responsible for ensuring the completion and yearly update of the Building-Level Emergency Response Plans. All Building-Level Emergency Response Plans are confidential but are submitted to New York State and local emergency responders for review. Appropriate training and drilling is required to ensure that all district personnel and students understand the plan and their roles and responsibilities.

SUMMARY OF LAWS

The following is a summary of New York State law pertaining to building level school emergency response plans. In 2000, Chapter 181 enacted Education Law §2801-a (Project SAVE) requiring the implementation of certain school safety plans. Education Law §2801-a required that every school district, Board of Cooperative Educational Services (BOCES) and county vocational education extension board, as well as the Chancellor of the City School District of the City of New York, develop a building-level school safety plan regarding crisis intervention and emergency response (“school emergency response plan”). Section 2801-a, prescribed minimum requirements of a school emergency response plan, which included policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such emergencies. The Commissioner of the New York State Education Department, prescribed requirements into regulation 8 NYCRR Section 155.17.

155.17 (b) Development of school safety plans. Every board of education of a school district, every board of cooperative educational services and county vocation education and extension board and the chancellor of the City School District of the City of New York Shall adopt by July 1, 2001, and shall update by July 1st of each succeeding year, a district-wide school safety plan and building level school safety plans regarding crisis intervention and emergency response and management.

Introduction

155.17(c)(1)(xxi)(a) Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.

155.17(c)(1)(xxi)(a) Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.

155.17(c)(1)(xxi)(b) Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.

155.17(c)(1)(xxi)(c) A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.

155.17(c)(1)(xxi)(d) A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.

For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

155.17 (e)(2) School Emergency Response Plan. A school emergency response plan shall be developed by the building-level school safety team and shall include the following elements:

- 155.17 (e)(2)(i) Policies and Procedures for Safe Evacuation
- 155.17 (e)(2)(ii) Designation of Response Teams
- 155.17 (e)(2)(iii) Procedures for Emergency Responder Access to Building Plans and Road Maps
- 155.17 (e)(2)(iv) Communication in Emergencies
- 155.17 (e)(2)(v) Definition of the Chain of Command Consistent with NIMS/ICS
- 155.17 (e)(2)(vi) Coordinated Plan for Disaster Mental Health Services
- 155.17 (e)(2)(vii) Procedures for Annual Review
- 155.17 (e)(2)(vii) Procedures for the Conduct of Drills
- 155.17 (e)(2)(viii) Procedures for Restricting Access to Crime Scenes

155.17 (e)(3) A copy of each building-level safety plan and any amendments thereto, shall be filed with the appropriate local law enforcement agency and with the State Police within 30 days of adoption.

155.17 (j) Drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness officials, conduct one test of its emergency plan or its emergency response procedures under each of its building level school safety plans, including sheltering or early dismissal.

Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

Monroe 2–Orleans BOCES administration believes that improved communication among students, parents/guardians, and school staff adds to the quality of life and sense of safety at all of our schools. Such communication allows for the reporting, intervention, and prevention of potentially violent incidents before they actually occur. The following is a brief list of programs and initiatives that are in place at some or all of the BOCES schools/sites that promote open communication and have a positive impact on the quality of life in our schools:

- Positive Behavioral Interventions and Supports (PBIS)
- Bullying Reporting Process
- Peer Mediation
- Therapeutic Crisis Intervention Training
- Life Space Training
- Social Skills Instruction
- Trauma, Illness and Grief (TIG) Teams
- National Incident Management System (NIMS)
- Incident Command System (ICS)
- NY Safe School Training
- Counselors, childcare providers, youth assistants and social workers on each campus to develop rapport with students

Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of:

- Youth advocacy programs, such as, SkillsUSA, National Technical Honor Society and Special Education Parent Teacher Organization (SEPTO)
- Conflict resolution
- Forums and/or designating a mentor for students concerned with bullying or violence
- Anonymous reporting mechanisms for school violence
- Staffed on-site student support systems, i.e., counselors, social workers, child care workers

B. Training, Drills, and Exercises

Training

Monroe 2–Orleans BOCES understands the importance of training. All school/site staff, students, and others deemed appropriate by the school/site shall receive training during the school year to better prepare them for an incident. The annual training will review the Monroe 2–Orleans BOCES District-Wide School Safety Plan, individual ERPs, and brief staff on their roles and communication procedures during an emergency. Monroe 2–Orleans BOCES also submits certification to the NYSED that all district and school/site staff have undergone annual training components on violence prevention and mental health. New employees hired after the start of the school year receive training within 30 days of hire. All other staff will receive this training by Sept. 15 of each school year.

Multi-Hazard Training

Monroe 2–Orleans BOCES will provide annual multi-hazard school safety training for staff and students. The components of this training will be consistent throughout the BOCES. Staff training will be routinely conducted at the building/staff level followed by drills with the entire school population. These drills will focus on our standard response actions to a potentially threatening incident to include: early dismissal, lock down procedures, hold-in-place procedures, shelter-in-place procedures, lockout procedures and evacuations. The use of tabletop drills to accomplish or complement this training will be considered when live drills are impractical or not sufficient to meet the training goals.

Drills and Exercises

At a minimum, schools will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates 12 emergency drills each school year to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute requires that four of the 12 drills be lock-down-drills. The remaining eight are evacuation drills. Eight of the required 12 drills must be completed by Dec. 31.
- 8 NYCRR Section 155.17 (3) states each Building-Level Emergency Response Plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal). The district will ensure that each building conducts drills and other exercises to test the components of their Building-Level Emergency Response Plan
- One lockdown drill will be conducted in the first marking period and three lockdown drills will be unannounced following the first announced drill
- Lockdown drills will be conducted internally to ensure that school/site staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated “safe areas” within each room. Where possible, the school/site should seek out opportunities to conduct full-scale response exercises with law enforcement
- Whenever a lockdown drill is conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school/site is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill”. This will ensure that all involved recognize that this is a drill and not a real incident. Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service. This will serve to notify any uninformed parents or visitors and prevent unwarranted panic

Risk Reduction/Prevention and Intervention

- Non-student-occupied buildings, such as Communication and Technology Services, the Curriculum Materials Center, the Educational Services Center and the BOCES 4 Science, may do three Evacuation Drills and one Lockdown Drill

C. Implementation of School Security

As described in the Monroe 2–Orleans BOCES Code of Conduct, all members of each school/site community share a responsibility in promoting and maintaining a safe and orderly school environment. Some of the more specific measures are expanded upon below.

Security Personnel – Hiring and Training

All Monroe 2–Orleans BOCES security guards are hired and trained consistent with the New York State Security Guard Act of 1992 and the requirements set forth in the New York State Division of Criminal Justice Services. Continual training is provided to maintain licensing and skills.

Security Personnel – Responsibilities and Authority

Monroe 2–Orleans BOCES employs security personnel to assist the schools in dealing with all manners of security and safety issues. The principal role of our security personnel is to safeguard students, staff and visitors from harm; to deter, detect, respond to, and report infractions of the Code of Conduct and New York State Law; and to protect the district's assets from theft and damage. Security personnel employed by Monroe 2–Orleans BOCES are authorized to carry out this role consistent with the Monroe 2–Orleans BOCES Policies and Regulations applicable New York State Law, Security Standard Operating Procedures and BOCES training.

Security Guard Standard Operating Procedures

These district-wide security guidelines, procedures, and practices within the BOCES will be periodically updated.

Limited Access

All exterior doors will be locked with the exception of one controlled point of access during the school day.

Visitor Access

Building/site access will be controlled during the regular school day by locking down the building and utilizing the front door buzzer/intercom/camera to screen visitors prior to entrance into the building. Consistent with Monroe 2–Orleans BOCES Board Policy and Code of Conduct, an approved visitor to a school/site will present valid government issued photo identification and be given a pass prior to gaining access to the building.

Video Surveillance

Most buildings provide video surveillance to enhance the safety of our students and staff. The cameras may or may not be

actively monitored, but the recordings are available for BOCES officials and local law enforcement use.

Intrusion Detection

Buildings are protected by an intrusion detection alarm system that is linked to a central monitoring station.

Security Review

Through the coordination of the Monroe 2–Orleans BOCES Safety Committee, School/Site Safety Teams and the Safety and Security Coordinator there is an ongoing review of security issues.

D. Vital Educational Agency Information

Monroe 2–Orleans BOCES maintains certain information about each school/site building within the BOCES including, but not limited to: school populations, transportation needs and business and home telephone numbers of key personnel. In addition, similar information on other district departments, as well as the assets that those departments could provide in the event of an emergency, is also maintained at the BOCES level.

E. Early Detection of Potentially Violent Behaviors

The Monroe 2–Orleans BOCES acknowledges the importance of early recognition and intervention into conflicts and potentially violent behaviors.

- Monroe 2–Orleans BOCES will ensure that appropriate school violence prevention and intervention training will be incorporated into teacher conference days and be provided to all staff during regularly scheduled staff training sessions. All threats of violence are taken seriously and investigated
- We recognize that despite our best efforts, students and parents may need additional assistance to respond to bullying. To ensure a quick response to parent and student concerns, the Monroe 2–Orleans BOCES has developed a bullying reporting process. Each BOCES program has identified a Dignity for All Students (DASA) coordinator responsible for this function
- Students and staff are encouraged to share information regarding any conflicts or potentially violent behaviors with an administrator (and law enforcement when appropriate) so an investigation can commence
- The Monroe 2–Orleans BOCES has developed policies and procedures for contacting parents, guardians or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide

F. Hazard Identification

The list of sites of potential emergency include all school/site buildings, playground areas, properties adjacent to schools, and off-site field trip locations. These hazards and how to handle each issue will be documented in each Building-Level Emergency Response Plan.

District Resources & Contacts

Emergency Operations Group

During an emergency, the Emergency Operations Group shall function under the command of the District Superintendent and the district's Chief Emergency Officer. The Chief Emergency Officer will be designated at a Board meeting annually. Under normal circumstances, the Chief Emergency Officer will be the Safety and Security Coordinator.

District Superintendent's Cabinet

The District Superintendent's Cabinet includes all assistant superintendents, and Exceptional Children, Center for Workforce Development, Elementary Science Program and the executive principal of Career and Technical Education. This group may be activated to provide assistance to any building in need.

Command Post

During an emergency, the District Superintendent or their designee may activate the Emergency Operations Group when necessary, and they will meet at a designated location. In addition to the Emergency Operations Group, the District Superintendent may summon additional cabinet members and resources to report to this location. This designated location will be referred to as the Command Post although the exact location may vary depending on the type and extent of the event.

District Data and Contacts

An updated list of district data and contacts will be updated and made available to key personnel, including all building principals, directors and site supervisors but is not available to the general public.

District-Wide School Safety Team

The Monroe 2–Orleans BOCES School Safety Team will meet at least two times per year to discuss school safety issues under the direction of the Chief Emergency Officer/Safety and Security Coordinator. The Team will consist of staff members from across the BOCES, community members and emergency responders. This team will make recommendations to the District Superintendent regarding school safety issues and develop the Monroe 2–Orleans BOCES District-Wide School Safety Plan.

Programs Housed in Host Sites

Monroe 2–Orleans BOCES programs that are housed in host sites, such as Gates Chili High School, Spencerport Central Schools, Roberts Wesleyan College, or others, will use the host sites' emergency plans as their Emergency Response Plan.

General Procedures

General Response Actions For Emergencies

Subsequent sections of this Monroe 2-Orleans BOCES District-Wide School Safety Plan outline specific response actions for individual emergency situations. If an emergency situation occurs at the building-level, it is the responsibility of each and every BOCES employee to take those actions which are geared toward preserving the health and safety of all students and staff.

A. Concept of Operations

The overall strategy of the Monroe 2-Orleans BOCES District-Wide School Safety Plan and Building-Level Emergency Response Plans (ERP) is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. These plans are based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. In general the initial Incident Commander at the building/site will be the building principal/director/site supervisor and will be the delegated authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. 8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System.

Initial Response

School/site personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the principal/director/site supervisor, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (police, fire or EMS. Staff will seek guidance and direction from the school district and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the building ERP.

B. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school/site relies on other key school/site personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Principal/Program Director /Site Supervisor

The principal/director/site supervisor, or their designee, will serve as the Incident Commander and designate a minimum of two qualified individuals to serve as alternates in the event that the principal/director/site supervisor is unable to serve in that role. At all times, the principal/director/site supervisor still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in the Monroe 2-Orleans BOCES District-Wide School Safety Plan and building Emergency Response Plan or ERP
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of the Monroe 2-Orleans BOCES District-Wide School Safety Plan and the building ERP
- Coordinate/cooperate with emergency responders
- Keep the District Superintendent and Chief Emergency Officer informed of the situation

Teachers/Substitute Teacher/Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals
- Take attendance when class relocates to a designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team member

General Procedures

- Execute assignments as directed by the Incident Commander
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved
- Render first aid or CPR if certified and deemed necessary

Teacher Aides and Student Behavioral Specialists

Responsibilities include:

- Assisting teachers as directed and actions to ensure the safety of students

Counselors, Social Workers and School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in the Monroe 2–Orleans BOCES District-Wide School Safety Plan and the building ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School Nurse/Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Cleaners/Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school
- Execute assignments as directed by the Incident Commander

Principals/Directors/Site Supervisors, Secretaries/Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers

- Provide for the safety of essential school records and documents
- Provide assistance to the Incident Commander/principal/director/site supervisor
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Bus/Van Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff/Security

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff.
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Provide the school with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the school district

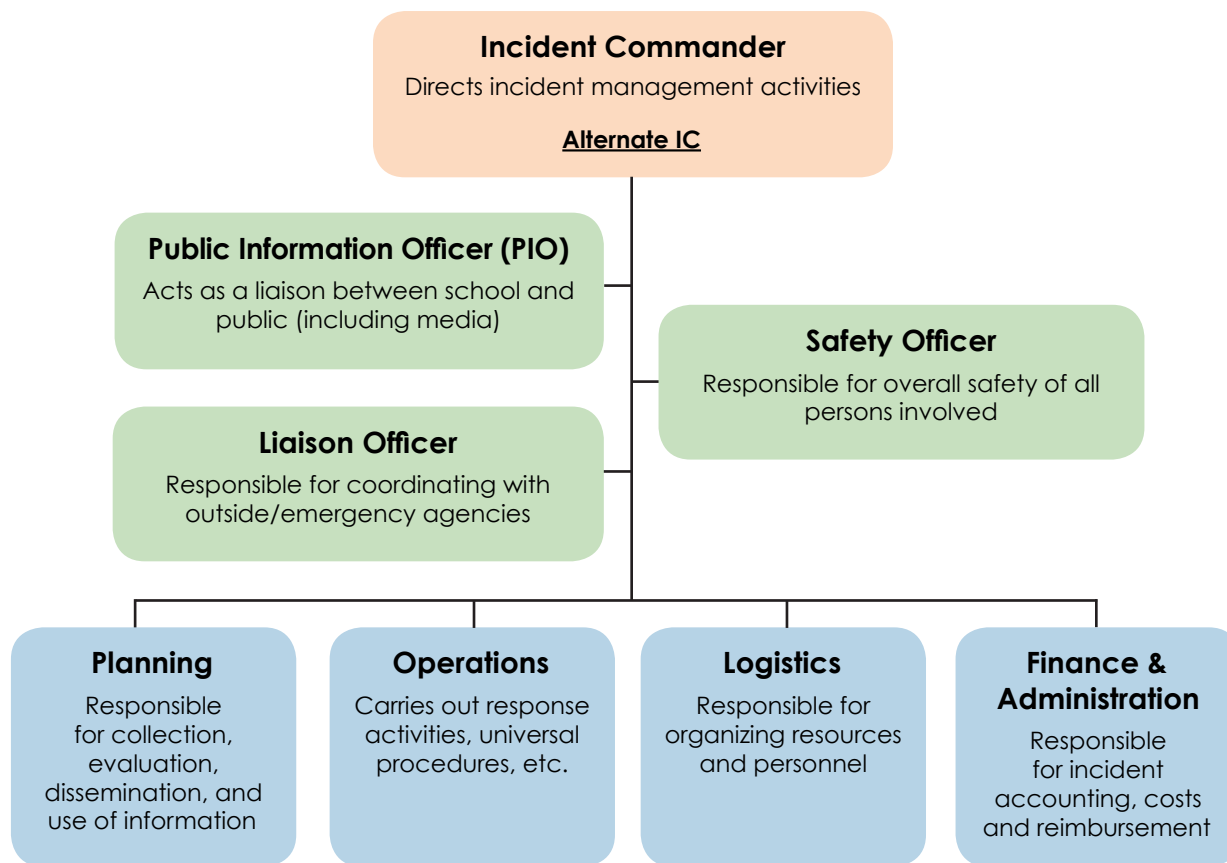
C. Direction, Control, and Coordination

School Incident Command System

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The school ICS is organized as follows:

General Procedures



School Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

Incident Command

Direct the incident management activities using strategic guidance provided by the District Superintendent or their designee.

Responsibilities and duties include:

- Establish and manage the command post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the District Superintendent/Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident and assist in accessing services when the need arises
- Document all significant activities

Planning Section

Collect, evaluate and disseminate information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities

Operations Section

Direct all tactical operations of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section

General Procedures

- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams.

Logistics Section

Support ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinate personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

Finance/Administration Section

Oversee all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident.

Responsibilities and duties include:

- Overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

Coordination with Responders

The building Emergency Response Plan (ERP) may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

Source and Use of Resources

The school/site will use its own resources and equipment to respond to incidents until emergency responders arrive. It will be the responsibility of the Emergency Operations Group and the Superintendent's Cabinet to help secure these resources.

D. Information Collection, Analysis and Dissemination

The school/site will collect, analyze, and disseminate information during and after an incident.

Types of Information

During an incident, the school/site will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school/site will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school/site will also monitor the Monroe 2-Orleans BOCES information portal to determine any information pertinent or critical to the schools/site recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

E. Administration, Finance and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized Monroe 2-Orleans BOCES and building/site officials.

General Procedures

Documentation

The Incident Command System (ICS) section chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school budgets and to share these costs with the District Superintendent and District Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government. In General, under normal circumstances, the Finance Director will fill this role.

Preservation of Records

In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

F. Authorities and References

The following are state and federal authorizations upon which Building Emergency Response Plans is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe Schools Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to Appendix B for the defined chain of command.
- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations.
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

G. Communications

Communication Between School and Emergency Responders

The school/site will contact and maintain communications with emergency responders during an incident. The School Incident Commander or Chief Emergency Officer will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform described in the Monroe 2–Orleans BOCES District-Wide School Safety Plan to notify the principal/director/site supervisor of the schools/sites status and needs. The Monroe 2–Orleans BOCES Communication Manager and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Internal Communications

Monroe 2–Orleans BOCES has a Communications Manager or public information officer (PIO) who will be responsible to:

- Help create the policies and plans for communicating emergency information internally and to the public
- Follow the communications policies and procedures established by the school
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication
- Develop materials for use in media briefings
- Act as the contact for emergency responders and assist in coordination of media communications

Communication Between School Officials and Staff Members

School/site personnel will be notified when an incident occurs and kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve. Keep staff informed to the greatest degree possible.

Communication Between Building Officials and Students

Communication of emergency information between school/site officials will primarily take place through the building's public address system or face-to-face between faculty and students. Other methods of communication with students/staff may also be used.

External Communications

Building site officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the children and staff.

General Procedures

Communication with Parents

- Before an incident occurs, the school/site will:
 - Inform parents on how to access alerts and incident information
 - Inform parents that the school/site has developed the Monroe 2–Orleans BOCES District-Wide School Safety Plan and a Building Emergency Response Plan, along with their purpose and objectives. Information will be included in the yearly school calendar and is also available on the district website
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency
- In the event of an incident, the school will:
 - Disseminate information through the Blackboard Connect system to inform parents about what is known to have happened
 - Implement a plan to manage phone calls and parents who arrive at the school
 - Describe how the school/site and Monroe 2–Orleans BOCES are handling the situation
 - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information if deemed necessary
 - Inform parents and students when and where school will resume
 - After an incident, school administrators will schedule and attend an open question-and-answer meeting for parents/guardians as soon as possible if deemed necessary

Communication with the Media

In the event of an incident, the School Incident Commander, Communications Director, Chief Emergency Officer or the Emergency Responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort to:

- Provide regular updates to the media and school community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO
- Monitor the release of information and correct misinformation

H. Multi-Hazard Response

There are many variables that could impact the manner in which the School Emergency Response Team responds to a particular occurrence. These variables could include (but are not limited to): time of year, time of day, weather, age of student(s) involved, location of student(s), anticipated delay from emergency responders, availability of support personnel and availability of transportation. Therefore, it would not be practical to try and map out the steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing the loss of life and injury of students and school staff.

The building principal/director/site supervisor or their designee is designated as the Incident Commander of their school during a crisis situation until relieved by a higher authority. The principal/director/site supervisor will provide leadership, organize activities and disseminate information with the assistance of the school's Emergency Operations Group or Chief Emergency Officer.

In most instances where this level of school response is warranted, the school will be seeking assistance from other emergency responders in resolving the situation. As such, the immediate objective is generally to contain the incident and successfully manage it until the emergency personnel arrive.

I. Emergency Notifications

Notification of significant events or events that required a call to 911 shall be made to the Safety and Security Coordinator. The Safety and Security Coordinator is the Chief Emergency Officer for the District. In their absence, notifications may be made to the Assistant Superintendent for Instructional Programs during normal business hours. The Safety and Security Coordinator or the Assistant Superintendent will notify the District Superintendent immediately. These notifications shall occur at the earliest and safest possible time during the response phase. The District Superintendent, Assistant Superintendent or Chief Emergency Officer will request the additional resources necessary to assist in the buildings issue.

J. Responses to Acts of Violence: Implied or Direct Threats

Having acknowledged that the recognition and early intervention into potentially violent situations is critical, it shall be the policy of the district to deal with all threats and potentially threatening situations and circumstances in a serious and deliberate manner. In addition to reporting and investigating direct threats, all staff are responsible for relaying to their respective school administration information about any student behaviors or communications that suggest a threatening situation is possible.

Depending on the imminent nature of the threat, the following procedures may be used by the district:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Inform building principal/directors/site supervisor of implied or direct threat or troubling behaviors or communications.
- Contact 911 if the threat may be imminent or for their advice and assistance. Direct threats to personal safety may well constitute a violation of law and the student making the threat can be prosecuted. Prosecution in criminal or family court provides another opportunity for intervention
- The building principal/director/site supervisor may initiate a threat assessment inquiry to attempt to determine the level of threat

General Procedures

- If time permits, this inquiry would also involve interviewing potential witnesses as well as the parties involved. Some factors to consider when evaluating the level of threat include, but are not limited to, specificity of threat to a person or persons, mention of specific means or weapons, specific reason or justification, history of student, known access to weapons and propensity for violence
- Monitor situation, adjust response as appropriate, and include the possible use of the counseling staff
- Follow up with the appropriate procedures as outlined in the Monroe 2–Orleans BOCES Code of Conduct

K. Acts of Violence

When an act of violence has occurred, regardless of whom it involves, the principal/director/site supervisor or designee must quickly obtain all essential information to try to determine the degree of threat or danger and decide on what actions might mitigate further risk. General non-specific actions may include:

- Call 911 and notify security
- Isolate the immediate area and initiate appropriate Functional Annex if necessary
- Identify and separate the involved persons if possible
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures
- Follow the district’s designated notification process

L. Specific Response Protocols

Monroe 2–Orleans BOCES has established appropriate response actions to a variety of emergency situations. They are detailed in each Building–Level Emergency Response Plan (ERP) as recommended by the NYSED Safe Schools Template. Transportation safety procedures are also in place.

M. Obtaining Advice and Assistance from the Local Government

In the event of an emergency where additional advice, assistance, or assets not readily available to the district are needed, the District Superintendent of Schools will activate the Emergency Operations Group and the District Superintendent’s Cabinet to help provide needed assistance.

N. District Resources Available for Use in an Emergency

The district has identified district-based resources, which may be available during an emergency. These resources are available through the Emergency Operations Group. Each resource is described in the District Resource Section of the Building–Level ERP.

O. Functional Annexes

Functional Annexes focus on the critical operational functions and the courses of action developed to carry them out. To ensure consistency in New York State, schools are provided with standardized definitions and suggested best practice of the following functional annexes:

- Evacuation
- Lockout
- Lockdown
- Shelter in Place
- Hold in Place

These five functional annexes provide a common foundation for response to all emergencies. These annexes are defined in detail in the Building–Level ERPs and quick reference guides. Other annexes available and listed in this section are crime scene management, communications, accounting for all persons, continuity of operations and recovery.

P. Crime Scene Management

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Actions

Respond

- Ensure your personal safety first, then if possible, formulate a plan and make mental notes

Evaluate

Evaluate the severity of the situation, call 911 if appropriate.

- Identify involved parties
- Be aware of weapons, hazards, and potential evidence
- Don’t touch anything unless absolutely necessary to preserve safety

Secure

- Clear away uninvolved people
- Establish a perimeter that prevents people from entering the potential crime scene

Protect

- Safeguard the scene – limit and document any people entering the area
- Don’t use phones or bathrooms within the crime scene area
- Don’t eat, drink or smoke in the crime scene area

General Procedures

Observe

- Write down your observations as soon as is safe to do so
- Record detailed information and don't rely on your memory
- Notes will aid first responders upon arrival and could be utilized in court

Notify

- Call 911 if not already called or police are not on scene

Document

- Take note of specific things such as time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture
- Be prepared to provide your notes and information to police

Q. Emergency Evacuation of Non-Ambulatory Disabled Individuals with Disabilities

Each building principal/director/site supervisor is responsible for identifying non-ambulatory disabled staff or students and listing that information in their building level emergency plan. This includes assigning an area of rescue assistance for such person on floors above or below the level of discharge. Since building level ERPs are provided to local emergency responders, this information will be readily available during an emergency.

R. Accounting for All Persons

The Building-Level ERP has procedures in place to:

- Take attendance and report to the Incident Commander when class relocates inside the building or an evacuation takes place
- Report to the Incident Commander when a student, staff member, or guest cannot be located
- Dismiss students if they have been relocated in the building

S. Family Reunification Plans

During any building evacuation it is important to have a family reunification plan. In general, families should be reunified at the each buildings evacuation site and will require assigned personnel and plans that should be detailed in each building level emergency response plan.

T. Crises Occurring Outside of Normal School Hours

Due to the many uncertainties about building occupancy during times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all crises occurring within that time frame. The building principal/director/site supervisor will notify their immediate supervisor or the Chief Emergency Officer of the crisis and the appropriate actions will be taken.

U. Procedures for Informing Other Educational Agencies of an Emergency

1. The Chief Emergency Officer/Safety and Security Coordinator will evaluate the impact of an emergency on other educational agencies within the school district.
2. If the impact is evident, the Chief Emergency Officer will inform the contact person at each affected educational agency of the status of the emergency.
3. If contact with other educational agencies cannot be made, the Chief Emergency Officer/Safety and Security Coordinator will contact the appropriate police agency for assistance in communicating information to these educational facilities.
4. If transportation, sheltering and other types of assistance are to be provided to other educational agencies, the Chief Emergency Officer/Safety and Security Coordinator will make arrangements to implement this assistance.

V. Procedures for School Cancellation

When it becomes necessary to close schools and cancel classes, the decision to close will be made at the earliest possible time. As indicated in the emergency closing section of this manual, decisions to close are made after extensive review of conditions and consultation with other agencies, but always with the best interest of our students and staff in mind.

When a decision to close one or more of the district school/site(s) is made, this information is immediately transmitted to all local radio and TV stations for broadcast to the general public. The specific procedure is outlined in the emergency closing section of this manual.

W. Procedures for Sheltering Students, Staff, and Visitors

In the event that it becomes necessary to shelter students, staff, visitors, or other individuals, the building principal/director/site supervisor or their designee will contact the Assistant Superintendent for Instructional Programs or the Chief Emergency Officer/ Safety and Security Coordinator, The Assistant Superintendent for Instructional Programs or the Chief Emergency Officer/Safety and Security Coordinator will notify the District Superintendent. If it becomes apparent that district students will not be able to leave the facility, the school principal/director/site supervisor will make arrangements for adequate supervision of the students under their direction and to make provisions for building maintenance (custodial) and food services. It shall be the responsibility of the Chief Emergency Officer/Safety and Security Coordinator to inform appropriate police, Red Cross and emergency preparedness officials.

General Procedures

The district has also partnered with different local and state agencies to provide shelter to the community during certain disasters or emergencies. The Chief Emergency Officer is the contact for those agencies during the crisis. The Chief Emergency Officer will take appropriate actions during such incidents.

X. Continuity of Operations Plan (COOP)

As part of the Continuity of Operations Plan (COOP), Monroe 2–Orleans BOCES will use resources to:

- Identify primary and secondary relocation sites for each building that meet the needs of school
- Allow the COOP to be activated at any time and sustaining it for up to 30 days
- Re-establish essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment
- Ensuring students receive applicable related services in the event of a prolonged closure
- Protect vital documents and make them available at alternate sites
- Identify personnel to assist in developing COOP and training them in activating COOP procedures

Y. Recovery

District Support for Buildings

In addition to support during an emergency, Monroe 2–Orleans BOCES will use all resources at its disposal to support the Emergency Response Teams and the Post-Incident Response Teams in the affected school/sites(s) after the incident has been resolved to the point where recovery of normal operations can commence. Additional support includes but is not limited to mental health services, building security and facility restoration.

Disaster Mental Health Services

Monroe 2–Orleans BOCES staff will assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams, in the affected school/site(s). This may take the form of seeking out additional local support or could, if warranted, involve accessing federal and state mental health resources as well.

Review and Debriefing

The involved school/site's Building-Level Emergency Response Team will meet to review the specific incident to determine if the response plan was adhered to and if any improvements are needed to enhance the plan. This review may, depending on the nature and degree of the incident, include input from the Emergency Operations Group and/or representatives of local emergency response agencies. The review and debriefing may include the items summarized in the next section describing the Post-Incident Response Guide.

Post-Incident Response

Building-Level Post-Incident Response Team will have the responsibility of assisting the school/site community and guiding staff and administration in coping with the aftermath of a serious violent incident or emergency. It is likely, however, that these duties and responsibilities will be shared by members of the Trauma, Illness, Grief (TIG) Team, Building-Level Safety Team, Building-Level Emergency Response Teams and the remainder of the school/site community.

- Convene at the earliest possible time following the crisis for a meeting to help the principal/director/site supervisor prepare a written statement for the staff to be presented at the Emergency Staff Meeting. It may be most prudent to convene on the weekend in some crisis situations to effectively manage communications to staff and parents and to initiate the proper support services as needed
- Review roles in providing support during the day of the critical incident
- Attend end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed
- Meet with principal/director/site supervisor, following staff debriefing, if possible, to process the day's events and prepare for the next school day
- Meet daily, for as many days as necessary, to process events and decide measures needed to meet the needs of students, staff, family, and community
- Solicit and encourage feedback from students, staff, family and community. Feedback will be recorded on the Building-Level ERP feedback form for evaluation purposes
- Meet after the passage of two to three weeks to evaluate and possibly revise plan based on students, staff, family, and community feedback

Trauma, Illness, and Grief (TIG) Team

The Monroe 2–Orleans BOCES Trauma, Illness, and Grief (TIG) Team is a group of counselors, psychologists, social workers, nurses and other staff members who have received specialized training in responding to the emotional needs of children, teachers, and other school personnel, which arise from trauma, violence, illness, grief and loss. The TIG team will oversee the initial and on-going training program for all building crisis teams and maintain records. The TIG team is also responsible for coordinating crisis team activities.

Threat And Hazard Planning Guidelines

A. Introduction of Potential Hazards

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students and staff to injury and causing damage to public or private property.

The threat and hazard specific response section provides unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and hazard specific annexes do not repeat content, but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards
- The hazard specific annexes present only hazard-unique information

- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident
- The plan becomes larger and more difficult for users to comprehend

Each building-level Emergency Response Plan (ERP) is customized to address specific threat and hazard protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials to assist in the development of effective procedures and protocols. These activities will also help a school evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

A list of potential hazards that is not all-inclusive is included on the following example page.

Threat and Hazard Type	Examples
Natural Hazards	<ul style="list-style-type: none"> • Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Winter precipitation • Wildlife
Technological Hazards	<ul style="list-style-type: none"> • Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards	<ul style="list-style-type: none"> • Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis • Contaminated food outbreaks, including Salmonella, botulism, and E. coli • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats	<ul style="list-style-type: none"> • Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Suicide

Threat And Hazard Planning Guidelines

B. Planning Assumptions and Limitations

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The Monroe 2–Orleans BOCES District-Wide School Safety Plan and individual Building-Level Emergency Response Plans are established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property
- There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. Rapid and appropriate response can reduce the number and severity of injuries
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents.

Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene

- Actions taken before an incident can stop or reduce incident-related losses
- Maintaining the Building-Level ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents

C. Initial Response

Building/site personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the principal, or designee, until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility. Staff will seek guidance and direction from the BOCES and emergency responders. General staff responsibilities are listed in the General Response section of this plan.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

Medical Emergencies And Mental Health

A medical emergency is a result of a minor or major illness or injury to an individual, and can be of such severity as to be life threatening, or merely cause the victim discomfort or pain. The district does not expect unlicensed staff to provide medical care. The district does expect unlicensed staff to call for emergency assistance (i.e. 911, school nurse) and stay with the victim until help arrives. In each case, the guiding principles are to provide appropriate care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is treatment that will attempt to 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. Staff should use judicious avoidance and standard precautions in managing all emergencies. School nurses follow their standard district policies, procedures and training not listed in this section.

The number of medical emergencies that can develop is potentially endless. Each Building-Level ERP will designate Building-Level Response Teams that may be used to respond in a medical emergency.

The district has also developed policy and procedures for contacting parents, guardians, or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.

Building-Level Emergency Response Plans (ERP)

Introductory Material

Plan Development and Maintenance

Each Monroe 2–Orleans BOCES Building-Level Emergency Response Plan (ERP) will be developed by the Building Emergency Response Team under the direction of the Safety and Security Coordinator. 8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school shall have a Building Emergency Response Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate. A Building-Level Response Team and Post-Incident Response Team will also be appointed.

The Building-Level Emergency Response Team is responsible for the overall development, maintenance, and revision of the Building-Level ERP and for coordinating training and exercising the Building-Level ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within thirty days of adoption. This function will be completed by the Safety and Security Coordinator

Send Building Level Safety Plans to:

New York State Police Headquarters
Field Command Attn: Safe Schools NY
1220 Washington Avenue, Building 22
Albany, NY 12226

Or by email to:

info@safeschools.ny.gov

Record of Distribution

Copies of the ERP, including appendices and annexes are recommended to be distributed to your local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the District Superintendent and any other persons deemed appropriate by the School Building Safety Team.

Emergency Closings

A. Closings Procedures

The decision to close school is based on the nature of the emergency and the expected impact that the emergency will have on student safety and welfare. Most often, school closings are the result of inclement weather conditions that adversely affect the safety of student walkers and/or bus riders. The district may close all of its schools or only one of its schools, depending upon the specific nature of the emergency. It may also elect a late starting time or an early dismissal, depending on an up-to-the-minute appraisal of the specific situation.

The District Superintendent (or designee) will make every effort to decide school closings in a timely manner. This will be done after the district has thoroughly evaluated the situation and after consulting with the, police, weather bureau, and other district departments. All school closings will be reported to local radio and television stations for broadcast to the general public and posted to the Monroe 2–Orleans BOCES website. An automated phone call will also inform families of emergency closings whenever possible.

Whenever Monroe 2–Orleans BOCES buildings/programs close, all afternoon and evening activities will ordinarily be cancelled.

Parents should instruct their children on where they are to stay when school is closed, or when school is dismissed early. Working parents should make prior arrangements with friends and neighbors for the temporary housing of their children in the event that an emergency arises while they are not at home.

While Monroe 2–Orleans BOCES will make every effort to make decisions that are in the students' best interest, weather, street, and sidewalk conditions can vary. Weather conditions can also change radically within a very short period of time. For these reasons, parents are always the final authority in deciding if their children are to be sent to school during any given emergency when the schools are open.

The communications division is responsible for notifying the appropriate news agency to announce school closings or delays. The list of news agencies notified will be maintained by the communications manager.

B. Early Dismissal Procedures

1. If a building needs to evacuate to another location:
 - As soon as possible, the building will notify transportation that there is a possibility that we may have to evacuate the building and transport the students to an alternative location
 - Transportation will transport students to the building that is designated in the Monroe 2–Orleans BOCES Emergency Response Plan (ERP) unless directed to take the students to a different location by the Incident Commander

2. If there is a potential for an evacuation to send students home the process is as follows:

- As soon as possible, the building will notify transportation that there is a possibility that the building needs to be evacuated and the BOCES needs to transport the students to their home districts
- Monroe 2–Orleans BOCES will work with component districts to advise them that the students are being sent back to their home districts early so those districts can make proper arrangements

General Emergency Response Planning

The Monroe 2–Orleans BOCES District-Wide Safety Plan should provide the framework for the Building-Level Emergency Response Plan.

1. School cancellations
2. Early dismissal
3. Evacuation
4. Lockout
5. Lockdown
6. Shelter in Place
7. Hold in Place

1) School Cancellation Procedures:

School Cancellation means that school will not be in session for one or more days due to an actual or impending emergency. In the event that the District Superintendent or designee cancels school, this decision will be broadcasted on local TV and radio channels. In addition, Monroe 2–Orleans BOCES will utilize multiple means, including automated dialing systems, to alert parents and/or staff.

The District Superintendent shall notify the State Education Department Commissioner as soon as possible whenever the emergency plan or building-level school safety plan is activated and results in the closing of a school building in the district. Such information need not be provided for routine snow emergency days.

2) Early Dismissal Procedures:

Early Dismissal means returning students to their homes or their home school district before the end of the school day. The District Superintendent or designee makes this decision.

Information on this decision will be distributed to those affected by this matter at that time. Staff will be advised on what their responsibilities are.

Emergency Closings

3) Evacuation Procedures:

Evacuation means the moving of staff and students from their place of work or study to a predetermined location deemed more suitable for their protection. These plans are available in each Building-Level Emergency Response Plan (ERP).

For both early dismissal and evacuation, transportation is provided by the component school districts upon notification from the District Superintendent or the designee and is coordinated with the key personnel responsible for transportation within the various BOCES programs. Sheltering agreements are contained within the Building-Level ERPs and will be verified annually. Communications to parents are coordinated by the Communications Manager via communiqués to the media and to the home school districts. Parents are also provided annual written notices to monitor radio broadcasts in emergency situations and potential emergency situations such as severe weather.

Sheltering sites will be included as a part of each Building-Level Emergency Response Plan.

4) Lockout:

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 educational process.

Lockout Objectives

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

Lockout Procedures

- Announce “lockout.” Use plain language to announce the lockout
- Activate Building-Level Emergency Response Plan (ERP) and implement Incident Command System (ICS) in accordance with safety plan instructions
- If a building 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 building should keep the police advised of any change in status to your building

- If the building is initiating the lockout due to a situation or potential incident discovered at the building, they should advise police of the lockout and what is anticipated
- Lock all exterior doors and windows
- Terminate all outside activities
- Entry to the building may be gained only on a case-to-case-basis, and only through a locked and monitored door
- Classes otherwise continue as normal
- A 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

Steps to implement lockout after a possible threat has been identified:

1. In an event of an emergency, the executive principal, assistant principal, building/program administrator, or his/her designee will notify all building occupants that lockout has been implemented and will call 911 (unless lockout was initiated by the police)
2. Activate Building-Level Emergency Response Plan (ERP) and implement Incident Command System (ICS) in accordance with safety plan instructions
3. Have students who are outside immediately return to the building
4. Assigned staff will lock and secure all exterior doors and entrances
5. Monitor main entrances and allow only authorized personnel into the building
6. Call to return to the normal operations will be given by the executive principal, assistant principal, building/program administrator, or his/her designee following approval from Monroe 2–Orleans BOCES Administration and local authorities

5) Lockdown

A lockdown is the response to the worst-case scenario, and must be executed with appropriate urgency and seriousness. A building administrator, faculty, or staff member may initiate a lockdown based upon an actual or imminent threat (not including bomb threats) or violent event.

Lockdown Objectives

- To minimize injury and death
- To facilitate effective response
- To move as many people as possible to a safe place
- To neutralize the threat

Lockdown Response

- Announce “lockdown.” Do not use codes. Call 911 and report your situation. Consider a lockout for adjacent buildings as well
- Immediately gather students from hallways into classrooms or offices. This includes common areas and restrooms immediately adjacent to classrooms

Emergency Closings

- 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 windows
- Leave the window blinds as they are
- Turn off classroom and/or office lights if possible
- 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 the secured area, except only as absolutely necessary
- Do not respond to the intercom, public address system, or other announcements
- Take attendance including 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.

6) Shelter in Place

There are times when it is necessary to move the building/office population to a single or multiple location(s) in the building/office 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 or death
- To locate and contain any device or weather damage
- To facilitate emergency responses
- To establish safe routes and designated areas

Shelter in Place Response

- Announce "Shelter in Place". Instruct everyone to remain where they are and scan their respective area for anything out of the ordinary
- Call 911
- Activate Building-Level Emergency Response Team. Instruct them to scan common areas for anything unusual
- If no device is found, decide whether to continue school or evacuate. The school district administration may consult with police to make their decision
- If a device is found, follow "For a Specific Bomb Threat" Procedures

For a Specific Bomb Threat:

- Announce "Shelter in Place"
- Call 911
- Activate Building-Level Emergency Response Team. Instruct them to find an internal location to move the school population to, scan and clear the location and a route to it. Move those in the affected area to the established and cleared location
- Assist first responders as necessary

For a Weather-Related Situation:

- Announce "Shelter in Place" with instructions to go to the hallway or an internal room without windows and sit down on the floor
- Activate Building-Level Emergency Response Team
- Call 911 for any emergency assistance if needed

(7) Hold in Place

Hold in Place is a response to medical emergency or any other incident where hallways would need to be clear.

Hold in Place Objectives:

- To stop movement within the building
- Continue normal classroom activity

Hold in Place Procedures:

- Announce "hold in place."
- Use clear, concise language to provide direction to the school based on the situation

Execute Hold in Place

- Students in hallways, bathrooms or other common areas will return to their classroom. If the hold in place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions
- All available staff members will assist in maintaining order and accounting for students. Remain in position until further instruction is given or remaining in place compromises safety

Section III: Response for Specific Emergencies

Responses to specific emergencies are outlined in greater detail in each Building-Level Emergency Response Plan.

A. Threats of Violence

Threats of violence to the school, staff or students are seriously considered. Administration and local authorities will be contacted for all threats.

B. Policies and Procedures for Responding to Implied or Direct Threats by Students, Staff and Visitors

Anyone issuing an implied or direct threat will be reported to the building/program administrator. The building/program administrator will evaluate the seriousness of the threat and refer to the site plan for violent threats.

Consequences for anyone issuing threats of violence may include but not be limited to:

1. Disciplinary action as outlined in the Monroe 2–Orleans BOCES Code of Conduct
2. Referral to counseling
3. Law enforcement involvement
4. Superintendent’s hearing and possible suspension for students or State Education Department (SED) sanctions for staff

C. Warning Signs for Students at Risk of Committing School Violence

You can increase your ability to recognize early warning signs by establishing close, caring, and supportive relationships with students so that you know them well enough to note changes in their behavior patterns. Be aware that one of these signs alone may not be an indicator but one sign may lead you to look for more signs. Try to understand violence and aggression within context (culture/family background), avoid stereotypes, view warning signs within a developmental context, and understand that a child may typically exhibit multiple signs.

Early Warning Signs for Students at Risk:

1. Social withdrawal
2. Excessive feelings of isolation and being alone
3. Excessive feelings of rejection
4. Having been a victim of violence
5. Feelings of being picked on and persecuted
6. Low interest in school/poor academic performance
7. Expression of violence in writings and drawings
8. Uncontrolled anger
9. Impulsive or chronic hitting, intimidating, and bullying
10. History of discipline problems
11. Past history of violent/aggressive behavior and/or violence toward peers
12. Intolerance for differences/prejudices
13. Drug and/or alcohol use

14. Caregivers have a history of drugs/alcohol involvement
15. Peer group reinforces antisocial behaviors
16. Learned attitudes accepting aggressive behavior as “normal” and effective in solving problems
17. High level of violence in the home, neighborhood, or media
18. Poor attendance and numerous school suspensions
19. Affiliation with gangs
20. Difficulty with social skills and poor peer relations
21. Easily influenced by others/tendency to copycat
22. History of parental rejection, inconsistent discipline and lack of supervision
23. Difficulty controlling impulses and emotions
24. Inappropriate access to, possession of, and use of firearms
25. Serious threats of violence
26. Poor personal hygiene
27. Cruelty to animals
28. Setting of fires
29. Lack of remorse or empathy others

Imminent Warning Signs:

1. Serious physical fighting with peers or family members
2. Severe destruction of property
3. Severe rage for minor reasons
4. Detailed threats of lethal violence
5. Possession and/use of firearms and other weapons
6. Self-injurious behaviors or suicide threats/expressions of hopelessness
7. Irrational beliefs and ideas
8. Verbal, non-verbal, or written threats or intimidation
9. Fascination with weaponry/bombs and/or violent acts
10. Expression of plan to hurt self or others
11. Externalization of blame
12. Unreciprocated romantic obsession
13. Fear reaction among fellow students or faculty
14. Drastic changes in belief systems
15. New or increased stress at home or school
16. Inability to take criticism
17. Feelings of being victimized
18. Intoxication from alcohol or drugs
19. Violence toward inanimate objects
20. Steals or sabotages projects or equipment
21. Lack of concern for the safety of others

If you suspect that one of your students is exhibiting signs or is at risk of violence, contact your supervisor.

Monroe 2–Orleans BOCES has a Threat Assessment Plan in place that may be activated to address related issues.

D. Procedures for Responding to Acts of Violence

1. Student fight

a) Staff responsibilities:

1. If the student fight involves a physical confrontation, the staff member(s) should use their best judgment regarding their own ability to manage the student and proceed accordingly

Response for Specific Emergencies

2. Call for assistance from the main office or appropriate administrative office.
3. Make verbal contact in a calm, low-toned voice
4. If the behavior does not cease, shout, “stop” and then lower your voice and encourage students to talk about the issues someplace else.
5. Try to get individuals to a more isolated area so they can calm themselves without losing face, or try to get the area emptied of other students so there is a smaller audience and less danger.
6. Do not leave the students alone until they are calmed down.
7. Discuss their behavior and its consequences only after they are calm.
8. Never grab or touch a violent student unless they are causing harm to themselves or others.
9. If students will not disengage, remove other students from the area.
10. If the student refuses to cooperate by rendering the above steps invalid, notify the principal/building program administrator that you need help with a violence problem.
11. Complete and file a referral form.

b) Building/Program Administrator’s responsibilities:

1. Assess the situation and intervene if requested by staff.
2. Send all available staff to the area to demonstrate a show of force.
3. Call 911 if students refuse to cooperate.
4. If necessary, call the District Superintendent’s office who will ensure that the necessary administrators are notified, from among the following:
 - Operations & Maintenance
 - Business/Administration
 - Safety/Security
 - Media Relations
5. Assist police in any way requested.
6. Follow disciplinary action according to the Monroe 2–Orleans BOCES Code of Conduct.
7. File an incident report.

2. Intruders

This would consist of any person entering the school that is not school personnel or a registered student. Staff and faculty should automatically recognize and question the presence of unauthorized persons on school grounds.

Directives to all staff:

- Determine whether the person is a legitimate visitor or a threat to school safety
- Escort all visitors to the office to sign-in
- If a person is suspected of posing a threat:
 - Immediately contact the building/program administrator who will call 911 for the police

- building/program administrator will initiate the school lockdown procedure as outlined by the Monroe 2–Orleans BOCES District-Wide Safety Plan.
- Do not engage in a violent confrontation. Take every other step to ensure your safety and that of students
- Identify the person, their location and note if any weapons visible
- Contain the situation and, if possible, remove all innocent persons

3. Armed Student/Intruder

In the event of an armed student or intruder, staff responsibilities: include initiating lockdown procedure as outlined by the Monroe 2–Orleans BOCES District-Wide Safety Plan.

1. Notify teachers of intruder in the building. and instruct to stay in classrooms and lock doors.
2. If the intruder is in the hall, staff should contact the office by phone.
3. If in the classroom, teacher should use the phone to request assistance from the office.
4. If shots are fired or other violent behavior occurs, evacuate students to the safest position away from intruder. Otherwise, students should be in the classroom and the classroom doors should be locked to prevent entry by the intruder.

4. Kidnapping/Hostage Taking

this would be a person taken and held, against their will, by means of physical force or threat of harm and held by an individual until certain conditions are met. A hostage situation must be carefully surveyed and evaluated. The safety of the hostage(s), faculty, and police is the most important consideration in any hostage situation. Trained negotiators know that the more time that is gained, the more likely it is the situation will be concluded without violence.

- Initiate Lockdown
- Identify the hostage taker, location, and any weapons
- Contain the situation and, if possible, remove all innocent persons
- Let the professionals negotiate.

If you are taken hostage:

- Don’t force the issue physically or mentally, keep a distance; don’t make quick moves
- Change your mindset from one of authority to hostage
- Stay calm
- Do not become a spokesperson for the system
- Do not defend the system/school
- Do not negotiate, dictate, confront, antagonize, defend or plead

Response for Specific Emergencies

- Make yourself human. For example, talk about your wife, husband, children, etc. If you are seen as a human being and less like a stranger the potential for injury decreases
- Carefully evaluate an escape plan. Any escape does have the potential to cause injury to you and others

5. Severe Weather

When a severe weather warning is received, staff will be notified to escort students to safe areas in their respective buildings. Blinds will be closed to minimize flying glass. Duck and cover or sheltering under desks will be implemented if necessary.

6. Civil Disturbance

Civil disturbances can include riots, sit-ins, racial conflicts and long altercations. Contact the building/program administrator providing location of disturbance, what is taking place, number of people involved and intentions of the group if known. The building/program administrator will contact the District Superintendent and police if assistance is needed. The building/program administrator will notify staff.

The staff will move students away from areas where violent confrontations may occur. The building/program administrator will isolate problematic individuals (police assistance may be necessary). Schools should not be dismissed unless it can be achieved without risk to students and staff.

The District Superintendent will follow up with police, community leaders and other appropriate parties for opening school the next day. The building/program administrator will update staff before school begins. Counselors may also need to be called in and be available the following day. The Monroe 2–Orleans BOCES Crisis Intervention Team has a developed plan to enact in accordance with individual building administrative team.

7. Student Transportation Incident

The district school bus driver should contact his/her transportation director/supervisor immediately with any type of school transportation accident.

The driver will ensure children are out of the danger area and then through the building/program administrator's office, request assistance for ambulance, fire or another vehicle to transport students. School districts will notify Monroe 2–Orleans BOCES when an accident has occurred.

The transportation director/supervisor will notify the district office of the incident and then drive out to accident scene. The district office will contact the Building/Program Administrator. The transportation director/supervisor will update the district administration on a frequent basis. If the

students need to be transported to the hospital, the District Superintendent will assign a designee to go to the hospital to be on-site. A collaborative decision by the component district and Monroe 2–Orleans BOCES will be made regarding parent notification of children who are injured or will be late in arriving home.

8. Gas Leak Procedure

If there is a suspected or confirmed gas leak in the school/site notify the building/program administrator immediately. The building/program administrator should call 911 and announce evacuation away from the affected area. Do not use the fire alarm to activate evacuation if you have a bell type alarm.

Teachers should evacuate to designated areas and account for students, then maintain supervision.

The building/program administrator will determine if and when evacuation is complete. The building/program administrator should then check with teachers for unaccounted children and notify the Safety and Security Coordinator. The Safety and Security Coordinator should then notify the Emergency Response Team and set up a command post.

The director of operations and maintenance will have staff turn off gas/HVAC systems as appropriate, determine the source of leak and establish a repair plan. The director of operation and maintenance will also notify the Safety and Security Coordinator of the plan.

Nurses should be prepared to provide emergency first aid measures at the location where students are gathered. Bus drivers should be activated to standby status in case re-entry to the building is not possible.

9. Bomb Threat

All bomb threats will be reported to the building/program administrator immediately. When a bomb threat is received via telephone the recipient will record information on the telephone threat checklist if possible.

A bomb threat may also be initiated by other methods of communication. The building/program administrator will initiate the appropriate threat response.

10. Chemical Spill

For chemical spills inside the building, staff members will keep students away from the spill and notify the building/program administrator immediately. Building evacuation and the assistance of outside agencies may be necessary depending on the nature of the spill.

Response for Specific Emergencies

For hazardous chemical spills outside, students will be sheltered inside and air intakes will be shut off and sealed if necessary. The assistance of outside agencies may be required depending on the nature of the spill.

11. Fire/Explosion

Any staff or student, who sees smoke or fire, is directed to pull the fire alarm to evacuate the building. The building/program administrator will notify 911 to ensure the alarm was received. Staff will assist students from the building following drill procedures, take attendance and supervise students until the emergency is over. The fire department will determine if and when the building is safe for re-entry.

12. Biological Threat

If a biological threat is received via telephone, the recipient will record information of the threat and submit to the building/program administrator.

If a letter or package is received which threatens a biological exposure the recipient will:

1. Immediately reclose the letter or package, cover with a box or larger envelope and avoid further contact.
2. Immediately prevent persons from leaving or entering the room.
3. Notify building/program administrator outside of exposure area.
4. Avoid touching face or mucus membranes until they can thoroughly wash with soap and water.
5. Reduce air movement (shut off fans, close windows).
6. The Building/Program Administrator will then call 911 for assistance and follow the directions regarding the movement of students and staff.

13. Radiological Threat

Upon being notified of a problem, inform the building/program administrator who will inform the District Superintendent of the incident. The District Superintendent or designee will contact the county coordinator.

The building/program administrator will notify staff and follow procedures as advised by the county coordinator. Procedures will most likely be shelter in place or early dismissal. Schools within 10 miles may need to coordinate with the potential source.

14. Epidemic

The problem needs to be identified and brought to the attention of the school nurse, building/program administrator, District Superintendent and public health officials. The public health officials and the District Superintendent will provide recommendations for the school to follow. The District Superintendent will provide information to the media regarding the present actions of the districts. (The Monroe 2-Orleans BOCES Pandemic Plan is part of each building's emergency response plan.)

15. Mental Health Warning Signs

Symptoms of mental health disorders vary depending on the type and severity of the condition. Many times changes and concerns can be addressed simply by contacting the family and asking that they follow up with a health care provider. At times, however, symptoms may be more severe and pose a mental health emergency. Possible signs that someone is having a mental health emergency are as follows:

1. Confused thinking or change in typical style of interacting
2. Increased anger and/or mood swings
3. High emotionality and/or inability to cope in the moment
4. Behaving recklessly in a manner that poses a risk to self or others
5. Expressing feelings of worthlessness or hopelessness
6. Making statements or gestures indicating that s/he wishes to harm self or die
7. Making statements or gestures threatening to harm others
8. Questionable influence of drug or alcohol use affecting current behavior

If a person is demonstrating any of the aforementioned signs of a mental health emergency, they should be taken seriously and immediate action should be taken. Building Administrator Supervisor should be notified and a Risk Threat Assessment Plan may be activated.

Possible actions include:

- A. Call Security/911 if an immediate threat to student/staff safety is present
 - Arrest and/or mental hygiene arrest may be warranted
- B. Isolate individual as much as possible and maintain supervision at all times
- C. Contact parent/guardian for student removal with recommendation to seek assessment and treatment, either through pediatrician, community-based mental health provider, Mobile Crisis team, and/or visit to Emergency Room if suicidal ideation or safety concern is present. **Parent or guardian must be contacted in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide**
- D. If student can be maintained on school grounds, consider contacting Mobile Crisis team (via Lifeline at (585) 275-5151) – note, family is charged a co-pay/fee when this is used on behalf of a student.

Declaration

This plan has been developed in accordance with the amended New York State Labor Law section 27- c and New York State Education Law paragraphs k and l 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 Monroe 2 Orleans BOCES United Professionals Association, Monroe 2-Orleans BOCES Administrative Supervisory Association, Monroe 2-Orleans BOCES Teacher Aides and Student Behavioral Assistants Association, and United Public Service Employees Union, Operations, Maintenance and Security Bargaining Unit, 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.

Purpose, Scope, Situation Overview, and Assumptions

Purpose

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. The legislation (S.8617-B/A.10832) amends subdivision 2 of section 2801-a of New York Education Law to require that District Safety Plans include protocols for responding to a declared public health emergency involving a communicable disease that are “substantially consistent” with the provisions of section 27-c of the Labor Law.

This plan addresses the seven components necessary to ensure continuity of operations in the event the governor declares a public health emergency involving a communicable disease. Much of its content reflects procedures and protocols currently in place to address the COVID-19 Pandemic taken from the Monroe 2-Orleans BOCES Re-Opening Plan, Pandemic Plan and District-Wide School Safety Plan. Depending on the specific circumstances of a future emergency, adjustments to the plan may be necessary to address the emergency at hand.

Scope

This plan was developed exclusively for and is applicable to the Monroe 2-Orleans BOCES. 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, students, visitors 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:

- Washing hands with soap and water or use of hand sanitizer 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.
- Practicing social distancing whenever possible
- Wearing a mask or acceptable face covering at all times when social distancing cannot be maintained

- 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 cough or sneeze into the crook of your arm or a tissue; the latter of which should be disposed of immediately
- 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 primary assumption of this plan is that there will be a minimum of employees present to keep necessary operations functioning. Therefore, the term essential employees refers to those employees that have to be physically present to perform the necessary function. This would be similar to the conditions that existed in March - May 2020.

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

- The health and safety of our students, 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 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.

Concept of Operations

The District Superintendent of the Monroe 2- Orleans BOCES, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the District Superintendent.

Upon the determination of implementing this plan, all employees and contractors of Monroe 2-Orleans BOCES shall be notified by email with a link to the plan which will be housed on the Monroe 2-Orleans BOCES Employee Portal. All local law enforcement agencies and fire departments that are within the towns that BOCES programs are located will be notified of pertinent operational changes by way of email by the Safety & Security Coordinator. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The District Superintendent or their designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The District Superintendent of the Monroe 2- Orleans BOCES, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor’s office, directing the implementation of changes as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, Monroe 2-Orleans BOCES is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the mission and vision and values of Monroe 2-Orleans BOCES

The Monroe 2-Orleans BOCES 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.

Emergency Remote Instruction Plan

In accordance with amendment §175.5(e) of the Commissioner’s Regulations, Monroe 2-Orleans BOCES has established an Emergency Remote Instruction Plan. Monroe 2-Orleans BOCES is committed to providing equitable learning opportunities for all students. Due to the variety of instructional programs within the Monroe 2-Orleans BOCES, remote instruction will take different forms for each department and classroom depending on the course of study and individual student needs. For students who do not have home internet access, programs/classrooms will work directly with families to determine the most appropriate solution to ensure that student learning continues with as little disruption as possible.

All plans will be made available through the Monroe 2-Orleans BOCES website.

Public Health Emergency Continuation of Operations Plan

ESSENTIAL FUNCTIONS - POSITIONS/TITLES	JUSTIFICATION
District Superintendent Administrative Assistant	Overall responsibility for operations throughout the entire organization
Assistant Superintendent for Finance and Operations Administrative Assistant Treasurer Internal Claims Auditor Accounts Payable Clerks Workers Comp Claims Processors Billing Specialist Clerk	Responsible for all business operations
Assistant Superintendent for Human Resources Administrative Assistant Payroll Supervisor Payroll Clerk Clerical support, as needed	Responsible for all human resources functions
Assistant Superintendent for Instructional Programs Administrative Assistant Executive Principal Career and Technical Education Director Department of Exceptional Children Director of Center for Workforce Development Principal Westside Academy	Responsible for operation of all remote instructional programs
Assistant Superintendent for Curriculum, Instruction & Professional Development Administrative Assistant Director BOCES 4 Science	Responsible for all curriculum, instruction, and professional development activities
Safety and Security Coordinator Security workers	Responsible for safety and security at all BOCES locations
Director of Operations & Maintenance Operations & Maintenance Manager Cleaners Mechanics Groundskeeper	Responsible for maintenance and cleaning and disinfecting of all facilities
Assistant Superintendent for Accountability, Assessment & Technology Administrative Assistant Communication & Technology Services Supervising Manager Microcomputer Maintenance Technicians Senior Systems Administrator Communications Group Manager	Responsible for all communications and technology operations
Occupational Health Nurse	Ensure all health and safety protocols are up to date and adhered to

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

Working remotely will be enabled to the greatest extent possible, should the District Superintendent or State order a reduction of on-site, in-person work. Working remotely requires:

- Communication of implementation to the employees and contractors
- Approval and assignment of remote work by employee's Cabinet-level supervisor
- Notification of expectations to contractors by contractor's administrator
- Ability for remote work may include expectations of:
 - Internet access
 - Devices capable to receiving and sending digital information, files, video, voice communication
 - Access to the Monroe 2-Orleans BOCES secure network
 - Access to the software and databases necessary to perform work functions
 - Work phone lines forwarded to off- site staff

Staggered Shifts

Staggering work shifts may be implemented to reduce crowding, or to adhere to NYS Department of Health guidelines. Employees or contractors performing duties which are necessary to be accomplished on-site may be asked to work outside of normally assigned shifts or core business hours. The protocol for staggering shifts and/or reducing contact hours requires:

- Communication of implementation to the employees and contractors
- Approval and assignment of on-site and/or remote work schedules by employee's supervisor
- Notification of expectations to contractors by contractor's administrator

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 needed may include:

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

It should be noted that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to disinfect surfaces, as well as hand soap and hand sanitizer. Pandemics have demonstrated that supply chains are not always able to keep up with the increased demand for these products.

To that end, we are including these types of supplies in this section as they are critical to protecting the health and safety of our staff and contractors.

The Director of Operations and Maintenance (O&M) will be responsible for ensuring that proper PPE is available at all buildings for required applications by essential personnel. One means of accomplishing this is by participating in a Cooperative Bid for PPE. This Bid provides a comprehensive list of suppliers and products used for maintaining staff safety, and disinfecting and sanitization protocols.

The O&M Department will keep a monthly inventory of PPE with the goal of maintaining a six- month supply of PPE, while ensuring an extra supply is available for essential personnel including O&M staff. The inventory listing will be kept in the O&M office. Surplus PPE will be appropriately stored in a dry, secure location(s).

PPE will be distributed through the generation of an O&M work order. PPE will be pulled from current inventory, packaged, and delivered by O&M staff within 24 hours. Emergency orders should be noted and will be completed as received.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

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

1. Daily Screening

BOCES 2 employees will be required to complete a daily health screening before coming to work each day, via email link. The health screening form can also be accessed at

www.monroe2boces.org .

If, after performing the screening, the employee is exhibiting any of the symptoms or answers yes to the screening questions, the employee will:

- Stay home from work;
- Report their absence to their supervisor; and
- Contact his/her health care provider for further guidance.

All contractors and visitors to BOCES 2 buildings and facilities will be required to complete the health screening prior to entering the building. Signage indicating requirements of the self-assessment are posted on the entrance to every BOCES 2 building.

2. If Employee Becomes Ill at Work

BOCES 2 requires employees, visitors, or contractors with an elevated temperature of 100 degrees or higher and/or other symptoms of the communicable disease to immediately notify their supervisor and exit the building. Employees, visitors, and contractors should contact their healthcare provider as soon as possible.

Symptomatic individuals will not be permitted to return to work until they are symptom free and cleared by their primary care provider and/or the local Department of Health, if required. Documentation must be provided to the Human Resources Office.

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

Cleaning and Disinfecting

Once the symptomatic person leaves a building, the supervisor will immediately notify O&M so the area(s) that the person was in can be thoroughly deep cleaned and disinfected according to the following deep cleaning protocol.

- To minimize exposure, cleaners will be provided with 3-ply surgical masks, gloves, apron, and face shield
- O&M will follow Normal Cleaning Procedures using Virex II 256 (disinfectant and cleaner) and
- Cleaners will utilize portable disinfecting misters containing Diversey Oxivir (EPA & CDC approved disinfectant and cleaner) and mist the room where employee, visitor or contractor has been.

All cleaning and disinfection practices are based on doing the following:

- Where disinfectants are used, products should be registered with EPA and the NYS Department of Environmental Conservation (DEC).
- Cleaning and disinfection logs will be maintained in the O&M office that include the date, time, and scope of cleaning and disinfection

Employee and Contractor Leave

In a public health emergency, employees of Monroe 2-Orleans BOCES may need leave time to receive testing, treatment, isolation, or quarantine. Employees may avail themselves of available leave as provided for in their collective bargaining agreement or benefit handbook. In addition, employees will be covered by any leave provided under federal and New York State law.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of Monroe 2-Orleans BOCES, and as such are not provided with paid leave time by Monroe 2-Orleans BOCES, 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, visitor, and contractor to support contact tracing efforts. Identification of locations shall include on-site work and off-site visits. This information may be used by Monroe 2-Orleans BOCES to support contact tracing within the organization and may be shared with local public health officials.

Contact tracing is a public health function performed by local public health departments to trace all persons who have had contact with a confirmed case of a communicable disease. This allows public health officials to put in place isolation or other measures to limit the spread of the disease. Monroe 2-Orleans BOCES will fully cooperate with all contract tracing efforts as directed by the local health department.

Monroe 2-Orleans BOCES has developed a plan to assist in contact tracing efforts in accordance with the protocols, training, and tools provided through New York State and will modify if necessary, depending on the circumstances of the public health emergency.

Monroe 2-Orleans BOCES will assist with contact tracing by:

- Keeping accurate attendance records of all employees, visitors and contractors
- Requiring all employees, visitors, and contractors to sign an entry log which includes date and entry time, exit time and if visitors or contractors, which rooms in the building they visited
- Assisting in any way possible in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program

The local health department will take the lead on isolation/quarantine and release orders and provide recommendations to Monroe 2-Orleans BOCES regarding action plans in response to the communicable disease.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of Monroe 2-Orleans BOCES essential operations. If emergency housing is needed, BOCES 2 will lodge essential employees at a local hotel.

District Resources Inventory

Identification of district resources which may be available for use during an emergency, including the list of personnel and other resources.

A. Heavy Equipment Inventory/Vehicle Inventory

- a) 1990 TCM Fork Truck FG20
- b) 2003 Chevy Dump Truck
- c) 2003 John Deere 450H Bulldozer
- d) 2004 John Deere 80C Excavator
- e) 2004 Sky Jack Electric Lift #3219
- f) 2009 John Deere Mower Z840 Pro 60"
- g) 2011 Ford F750 Dump Truck
- h) 2013 Kubota Tractor
- i) 2015 CAT Caterpillar Loader
- j) 2016 Bobcat S630 Skid Steer
- k) 2016 Case 621F Front End Wheel Loader
- l) 2017 Case 580SN Backhoe
- m) 2018 Bobcat E42 Mini Excavator
- n) 2018 Kubota Tractor
- o) 2019 CAT D3 Bulldozer
- p) 2019 John Deere Gator HVAC
- q) 2019 Toyota Forklift

B. Fuel Inventory

Two Tanks: One 500-Gallon Stationary Tank; One 500-Gallon Mobile Skid Tank are located on the southwest side of Monroe 2-Orleans BOCES Campus.

C. Dining Room Capacities/Inventory Summary

The WEMOCO dining room stocks a sufficient supply to provide rations to all staff and campus students for a period of 24 hours.

Health and Safety Team

Monroe 2–Orleans BOCES has created a District-Wide Health and Safety Team consisting of, but not limited to:

Site	Committee Membership
BOCES 4 Science (773 Elmgrove Road)	Steve Montemarano
Center for Workforce Development (CWD) (3589 Big Ridge Road)	Shawna Gareau-Kurtz
Communication and Technology Services (CaTS) & Monroe-Orleans Accountability, Assessment and Reporting Services (MAARS) (3625 Buffalo Road).....	Ray Miller
Curriculum Materials Center (CMC) (35 Turner Drive)	Angela Nesci
Educational Services Center (ESC)	Thomas Schulte Karen Brown Marijo Pearson Steve Roland
Mental Health	Maria Tantillo
Operations & Maintenance (WEMOCO).....	Travis Sleight
Paul Road Transition	Gail Mundt
Ridgecrest Academy	Robert Nells
Rochester Tech Park (Exceptional Children, Support Services, School Health Services).....	Barb Martorana Heather Malone Barbara Swanson
Safety and Security.....	Douglas Comanzo
Transition Class (Village Plaza)	Gail Mundt
WEMOCO Career & Technical Education Center	Tony Britt
Westside Academy (3555 Buffalo Road)	Martha Willis
Westview Building (3635 Buffalo Road)	Robert Nells

2023-2024 BOCES Board

John Abbott
Cindy Dawson
Kathleen Dillon
Dennis Laba
Trina Lorentz
Gerald Maar
Michael May
R. Charles Phillips
Heather Pyke

District Superintendent

Jo Anne L. Antonacci

Chief Emergency Officer

Douglas Comanzo

Your Educational Partner of Choice

BOCES 2

10. New Business
 2. First Reading Policy Series 4000

VARIOUS POLICY UPDATES CHART

4000 Series

(Italics means added in, strikethrough means to take out.)

Italics means added in, strikethrough means to delete. Review means no substantive changes.

POLICY NUMBER	RATIONALE
4110 Budget Planning and Preparation	Review
4111 Fund Balance	Review
4120 Budget Development and Adoption	Review
4130 Administration of Budget	Changed Steve Roland's title for accuracy.
4210 Investments	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the February 17, 2023 Cabinet meeting.
4220 Application for State and Federal Funds	Review
4310 Purchasing	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the February 17, 2023 Cabinet meeting.
4311 Recommendation for Bid Awards	Review
4320 BOCES Personal Property Accountability	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the February 17, 2023 Cabinet meeting.
4410 Approval of Expenditures	Changed Steve Roland's title for accuracy.
4420 Ordering Goods	Review
4432 Accounting of Fixed Assets	Changed Steve Roland's title for accuracy.
4439 On-Line Banking	Changed Steve Roland's title for accuracy.

VARIOUS POLICY UPDATES CHART

4000 Series

(Italics means added in, strikethrough means to take out.)

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POLICY NUMBER	RATIONALE
4440 Accountability for BOCES Funds	Changed "school" to "Board" for clarity.
4441 Federal and State Funds	Review
4442 Trust and Agency Funds	Review
4443 Extracurricular Activity Funds	Review
4444 Monroe 2-Orleans BOCES Center For Workforce Development Title IV Financial Aid Process And Compliance	Corrected the program title in the last paragraph for accuracy.
4450 Cash in School Buildings and Petty Cash and Change Funds	Review
4451 Credit Cards	Changed Steve Roland's title for accuracy.
4452 Meals and Refreshments	Review
4460 Special Projects Contracts	Review
4470 Revenues--Establishment of Fees	Review
4471 Tuition Rates: Career and Technical Education and Special Education	Review

VARIOUS POLICY UPDATES CHART

4000 Series

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POLICY NUMBER	RATIONALE
4472 Sale of Supplies and Materials	Review
4474 Allegations of Fraud	Review
4511 Facilities: Inspection, Operation and Maintenance	Review
4520 Owned or Leased Vehicle Policy	Changed Steve Roland's title for accuracy.
4530 Insurance and Employee Bonds	Review
4539 Pest Management and Pesticide Use	Reviewed by Tom Burke - no suggested changes
4540 Safety and Security	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the February 17, 2023 Cabinet meeting.
4541 Hazard Communication Standard	Reviewed by Tom Burke - no suggested changes
4542 School Safety Plan and Building Level Emergency Response Plan	Reviewed by Doug Comanzo - no suggested changes.
4543 Communicable Diseases	Review
4550 Smoking/Tobacco Use	Review
4560 Exposure Control Program	Reviewed by Dr. Sarah Marques, Barb Swanson and Tom Burke - no suggested changes.

VARIOUS POLICY UPDATES CHART

4000 Series

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<i>POLICY NUMBER</i>	<i>RATIONALE</i>
4570 Records Management	Reviewed by Mark Laubacher, Gary Manuse and Kelly Mutschler - no suggested changes.

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4110 – BUDGET PLANNING AND PREPARATION

The budget of the BOCES shall be prepared annually for the Board under the supervision of the District Superintendent. By November of each year the District Superintendent shall develop a timetable and work plan for the use of the component school districts and BOCES administrators to compile budget data.

The budget calendar shall provide for the following:

- a) Budget estimates required for Co-Ser preparation.
- b) Estimates of service costs provided to component districts for their planning purposes.
- c) Tentative budget of expenditures for the program costs, a tentative budget for capital costs, and a tentative budget for the administrative costs for Board review.
- d) A presentation of the tentative budgets at the Annual Meeting as well as all attachments as mandated by law and/or regulation.
- e) Final budget for Board review and adoption after the tentative budgets have been reviewed and the tentative administrative budget has been voted on by the component school boards in accordance with law.

Education Law Section 1950(2-a) and (4)(b)

Adopted: 7/13/1999
Reviewed: 2/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Reviewed: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4111 – FUND BALANCE

Fund Balance is an important component in the BOCES financial planning for specific expenses, future projects, acquisitions, and other lawful purposes. To this end, the BOCES may establish and maintain reserve funds in accordance with New York State Laws and Commissioner's Regulations.

Any and all BOCES reserve funds shall be properly established and maintained to promote the goals of creating an open, transparent and accountable use of public funds. The BOCES may engage independent experts and professionals, including but not limited to auditors, accountants, attorneys, and other advisors, as necessary to monitor all reserve fund activity and prepare reports that the Board may require.

Types of Fund Balance Under Government Accounting Standards Board Statement Number 54 (GASB 54)

Non-Spendable – Amounts that cannot be spent because they are in a non-spendable form (i.e. inventory) or legally or contractually required to be maintained intact (i.e. principal of a permanent fund).

Restricted – Amounts limited by external parties or legislation (i.e. donations or grants).

Committed – Amounts limited by Board Policy (i.e. future anticipated costs).

Assigned – Amounts that are intended for a particular purpose or segregated of an amount intended to be used at some time in the future (i.e. encumbrances not associated with restricted or committed fund balances).

Unassigned – Amounts available for consumption or not restricted in any manner.

Spending Policy

Resources will generally be spent from Budgetary Appropriations first. Utilization of reserve funds will be determined based on the legal appropriation of such funds which require Board approval.

Adopted: 8/18/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4120 – BUDGET DEVELOPMENT AND ADOPTION

Authorization of the budgetary commitment of a component school district to participate in programs and services provided by BOCES rests with the component school board and is executed by the superintendent of the school district. A preliminary service request is due not later than February 1st of each year, with the final request due on or before May 1, in accordance with Section 1950 of Education Law.

The BOCES shall prepare separate tentative budgets for its administrative, capital and program costs as delineated in accordance with law and/or regulation. All three tentative budgets will be formally presented to the component districts at the Annual Meeting held on or before April 15th.

The BOCES administrative budget shall include, but is not limited to, office and central administrative expenses; travel expenses; salaries and benefits of supervisors and administrative personnel necessary to carry out the central administrative duties of the Supervisory District; all expenditures associated with the Board, the office of the District Superintendent, general administration, central support services, planning and all other administrative activities. The BOCES capital budget shall include, but is not limited to, facility construction or acquisition; capital projects; and, facility renovations. The administrative budget also includes expenditures resulting from court judgments and orders from administrative bodies or officers, and certain costs relating to employee retirement.

The BOCES program budget shall include, but is not limited to, expenditures for career and technical education; communication and technology services; BOCES 4 Science program; exceptional children; general support services; school improvement; general educational service; and, services from other BOCES.

The BOCES must attach to the administrative budget a detailed statement of the total compensation to be paid to the District Superintendent, delineating the salary, annualized cost of benefits and any in-kind or other form of remuneration to be paid. In addition, the BOCES must attach to the proposed administrative budget a BOCES report card as enumerated in law and regulation.

The three tentative budgets and attachments shall be provided to each component school board at least 10 days prior to the Annual Meeting. The board of each component school district shall adopt a public resolution approving or disapproving such tentative administrative budget at a regular or special meeting held on the same date designated for election of members of BOCES. The date shall be designated by the BOCES Board President. Each component board is entitled to one vote on the proposed administrative budget. Approval of the tentative administrative budget requires the approval of a majority of the total number of component school boards. If a majority of the components turns down the administrative budget or if there is a tie vote, the BOCES will adopt and prepare a contingency administrative budget which may not exceed the previous year's budget except for increases to supplemental retirement allowances. If the majority of component districts approve the tentative administrative budget, the BOCES may adopt the administrative budget without modification.

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4120 – BUDGET DEVELOPMENT AND ADOPTION

While the BOCES capital and program budgets are presented to the component districts for their review, the adoption of those budgets is the sole responsibility of the BOCES. The law requires that the Board adopt its final administrative, capital and program budgets by May 15th.

After this date, requests for changes in the district's level of participation, either increases or decreases, shall be made in writing by the component school superintendent to the District Superintendent or his/her designee.

Requests from component school districts for services from another BOCES must be made in writing to the District Superintendent or his/her designee who may authorize the issuance of a cross contract with another BOCES.

Education Law Section 1950(2-a), and (4)(b)

8 New York Code of Rules and Regulations

(NYCRR) Section 170.3

Policy References:

Refer also to Policy #4110 -- Budget Planning and Preparation.

Adoption Date: 7/13/1999

Revised: 2/18/2009

Revised: 9/21/2011

Reviewed: 8/20/2014

Reviewed: 8/16/2017

Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4130 – ADMINISTRATION OF BUDGET

The District Superintendent is responsible to the Monroe 2-Orleans Board of Cooperative Educational Services for the administration of the budget.

- a) The District Superintendent or designee shall acquaint BOCES employees with the final provisions of the program budget and guide them in planning to operate efficiently and economically within these provisions.
- b) Under the District Superintendent's direction, the Business Office shall maintain such records of accounting control as are required by the New York State Uniform System of Accounts, the Board, and such other procedures as are deemed necessary, and shall keep the various administrative units informed as to the status of their individual budgets. The Business Office shall bring to the attention of the administrative units and the District Superintendent any deviations from original requests.
- c) Department Administrators, through the ~~Director of Finance~~ *Assistant Superintendent for Finance and Operations*, are responsible to the District Superintendent for the operation of their units within budgetary limits.

Budget Transfers

The District Superintendent or designee, in compliance with the Commissioner's Regulations, shall be authorized to approve transfers, which will be reported aggregately to the Board monthly. Any budget transfers in excess of \$100,000 shall be reported separately to the Board on a monthly basis.

8 New York Code of Rules and Regulations

(NYCRR) Section 170.2

Adopted: 7/13/1999

Revised: 2/18/2009

Revised: 9/21/2011

Revised: 8/20/2014

Reviewed: 8/16/2017

Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4220 – APPLICATION FOR STATE AND FEDERAL FUNDS

The District Superintendent or a designee shall seek State and Federal aid and/or other funds in financing BOCES programs, provided such funds are not to be used for partisan political purposes such as lobbying activities, the production of publications, or the production of any other materials intended for influencing legislation. Successful program awards shall be reported to the Board annually.

Compliance Supplement for Single Audit of State and Local Governments (revised September 1990) supplementing OMB Circular A-128.

Adopted: 7/13/1999
Reviewed: 2/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4311 – RECOMMENDATION FOR BID AWARDS

The Business Office shall furnish at appropriately scheduled Board meetings summaries only and recommendations for awards to lowest bidders.

Detailed information on individual items will be available in the Business Office for inspection by individual Board members and other interested parties.

The Board reserves the right to waive any informalities in bidding and to reject any or all bids, or portions of, or to accept any proposal which, in the opinion of the Board is in the best interest of BOCES.

Adopted: 7/13/1999
Revised: 2/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Reviewed: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4410 – APPROVAL OF EXPENDITURES

Funds will not be expended for budgeted BOCES functions except upon approval by the District Superintendent or his/her designee. Normally, the District Superintendent or his/her designee will certify payroll and the ~~Director of Finance~~ *Assistant Superintendent for Finance and Operations* or his/her designee will act as Purchasing Agent.

Authorized Signatures

The signature of the Treasurer or Assistant Treasurer shall be required on all checks drawn on accounts authorized by the Board.

The ~~Director of Finance~~ *Assistant Superintendent for Finance and Operations*, Treasurer, Assistant Treasurer, or other designees, shall be authorized to transfer from one account to another account in the same bank (example, from savings account to checking account).

The District Superintendent will also be an authorized signatory in the absence of the Treasurer and Assistant Treasurer.

Adopted: 7/13/1999
Revised: 2/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4420 – ORDERING GOODS

Items or services are to be ordered only with approval of the Purchasing Agent or designee. Goods purchased for the BOCES shall not be used for personal purposes.

Purchases of personal items using a BOCES purchase order will not be permitted.

The District Superintendent or his/her designee will be the only person authorized to enter into contracts for services, goods, equipment or supplies.

Adopted: 7/13/1999
Reviewed 2/18/2009
Revised: 9/21/2011
Revised: 8/20/2014
Reviewed: 8/16/2017
Reviewed: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4432 – ACCOUNTING OF FIXED ASSETS

The ~~Director of Finance~~ *Assistant Superintendent for Finance and Operations* shall be responsible for accounting for general fixed assets according to the procedures outlined by the Uniform System of Accounts for School Districts and GASB Statement 34 Regulations.

These accounts will serve to:

- a) Maintain a physical inventory of assets;
- b) Establish accountability;
- c) Determine replacement costs; and
- d) Provide appropriate insurance coverage.

Fixed assets with a minimum value established by the Board that have a useful life of one (1) year or more and physical characteristics not appreciably affected by use or consumption shall be inventoried and recorded on an annual basis. Fixed assets shall include land, buildings, equipment and materials.

The Board shall establish a dollar threshold as a basis for considering which fixed assets are to be depreciated. Such threshold shall ensure that at least 70 percent of the value of all assets is reported. However, it is recommended that such threshold shall not be greater than \$5,000. A standardized depreciation method and averaging convention shall also be established for depreciation calculations.

Fixed assets acquired having a value equal to or greater than the established threshold are considered depreciable assets and shall be inventoried for the purposes of GASB 34 accounting practices and placed on a depreciation schedule according to its asset class and estimated useful life as stipulated by the NY State Comptroller's Office or the IRS.

Assets shall be recorded at initial cost or, if not available, at estimated initial cost; gifts of fixed assets shall be recorded at estimated fair value at the time of the gift. A property record will be maintained for each asset and will contain, where possible, the following information:

- a. Date of acquisition;
- b. Description;
- c. Cost or value;
- d. Location;
- e. Asset Type;
- f. Estimated useful life;
- g. Replacement cost;
- h. Current value;
- i. Salvage value;
- j. Date and method of disposition; and
- k. Responsible official.

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4432 – ACCOUNTING OF FIXED ASSETS

The ~~Director of Finance~~ *Assistant Superintendent for Finance and Operations* shall arrange for the annual inventory and appraisal of BOCES' property, equipment and material. Any discrepancies between an inventory and the BOCES' property records on file should be traced and explained.

Adopted: 7/13/1999
Revised: 2/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Revised: 8/16/2017
Revised: 8/21/2020

**Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4439 – ON-LINE BANKING**

SUBJECT: ON-LINE BANKING

The Board has entered into written agreements with designated banks and trust companies for online banking and electronic or wire transfers, which includes the implementation of a security procedure for all transactions. The District Treasurer, with a separate established user name and password, will have the authority to process online banking transactions. The ~~Director of Finance~~ *Assistant Superintendent for Finance and Operations* or designee, with a separate established user name and password, will be responsible for online banking transactions in the event the District Treasurer is not available. All online banking activity will be reconciled with the bank statement by staff independent of the online banking process.

Electronic Transactions and Wire Transfers

Procedures will be implemented specifying who is authorized to initiate, approve, transmit, record, review and reconcile electronic transactions.

All wire transfers must be authorized by the District Treasurer or his/her designee. Dual approval controls will be established for non-routine wire transfer orders.

Physical Security

Token/Keyfob devices for accessing on-line banking systems will be secured in the Treasurer's Office in a locked cabinet when not in use to prevent unauthorized access. Token/Keyfob devices will not be taken from BOCES' offices for use on non-BOCES computers.

Online banking will only take place on secure BOCES computers. On-line banking transactions cannot be performed from non-BOCES computers that are not subject to BOCES security protections.

Education Law Section 2116-a
General Municipal Law Article 2 Section 5, 5-a, 5-b, 99-b
N.Y. UCC Section 4-A-201

Adopted: 3/18/2015
Reviewed: 8/16/2017
Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4440 – ACCOUNTABILITY FOR BOCES FUNDS

Accountability for BOCES funds is necessary for the following reasons:

- a) To insure that funds are not susceptible to loss, theft, waste, or misuse;
- b) To provide necessary data for state reports;
- c) To show compliance with legal mandates;
- d) To provide information that is necessary in policy formulation;
- e) To provide information necessary to the public and the ~~school~~ Board;
- f) To promote budgetary control.

Accounts for Depositing Funds

The Board authorizes the Treasurer to deposit State aid and other receipts in accounts specified by law, regulations, and business practice. The accounts shall be established at depositories that will provide for efficient handling of funds and in consideration of the banking services available.

Appropriation Accounting

The Treasurer shall direct the preparation of regularly scheduled expenditure and encumbrance reports showing the status of each account code. The Program/Department Administrator shall be responsible for maintaining program expenditures within the approved budget.

Education Law Section 2116(a)

Adopted: 7/13/1999
Reviewed: 2/18/2009
Revised: 9/21/2011
Reviewed: 5/20/2014
Reviewed: 8/16/2017
Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4441 – FEDERAL AND STATE FUNDS

The BOCES shall account for each project separately, and shall expend such funds only as authorized by the approved project application.

Adopted: 7/13/1999
Reviewed: 2/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Reviewed: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4442 – TRUST AND AGENCY FUNDS

The BOCES Trust and Agency Account shall account for all moneys collected from employees for taxes and miscellaneous withholdings and BOCES share of taxes.

Adopted: 7/13/1999
Reviewed: 2/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Reviewed: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4443 – EXTRACURRICULAR ACTIVITY FUNDS

The Board recognizes the value of student extracurricular activity programs and is aware of the experience to be gained by student participants in such organizations.

Extracurricular activity funds shall be designated as those raised other than by charges of the Board for, by, or in the name of the student body, or any sub-division thereof.

Student funds shall be deemed to include, but not be limited to, money collected from students for the purchase of supplies and materials, fees for organizations and social events. Such funds shall be handled in accordance with procedures set by the State Education Department of Audit and Control and the regulations set forth by the BOCES. In all cases which involve the student funds, an employee of the BOCES must be assigned the ultimate responsibility for control of the funds and must use appropriate accounting procedures for the safeguarding of the funds against loss, misuse or misapplication.

If an extracurricular activity is discontinued and has remaining funds, those funds shall be transferred to a student fund of general benefit to all students.

Activities of students carried on in part or in full as part of a course curriculum during regular classroom hours are considered a BOCES activity and do not constitute a student activity. Revenues generated as a result of these activities are to be BOCES property and are to be given promptly to the BOCES Treasurer for depositing to the General Fund.

8 New York Code of Rules and Regulations

(NYCRR) Part 172

Adopted: 7/13/1999
Reviewed: 2/18/2009
Revised: 9/21/2011
Reviewed: 8/20/2014
Revised: 8/16/2017
Reviewed: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4444 – MONROE 2-ORLEANS BOCES CENTER FOR WORKFORCE
DEVELOPMENT TITLE IV FINANCIAL AID PROCESS AND COMPLIANCE

Title IV of the Higher Education Act is the major source of federal student aid for those programs that are so authorized. The Center for Workforce Development's career education job training programs are authorized programs under Title IV thereby allowing the adult learner students access to certain federal funds to apply toward tuition and educationally related expenses.

In accordance with that law, a number of institutional procedures need to be in place in order for the Center for Workforce Development programs to be an approved program. These procedures need to address areas such as defining the roles and responsibilities of financial aid personnel, student eligibility for funds, the student application process, the expectations for students to continue to receive funds, and administrative oversight.

The District Superintendent charges the Director ~~for~~ of the Center ~~of~~ for Workforce Development with the responsibility to ensure a policy and procedure manual is enforced to address all those areas in compliance with the law.

Ref.: Title IV of the Higher Education Act of 1965 Section 472
34 CFR 660.16, 20, 21
34 CFR 668.8(k),(1)
34 CFR 668.16, 24, 34

Adopted: 10/18/2017
Reviewed: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4450 – CASH IN SCHOOL BUILDINGS AND PETTY CASH AND CHANGE FUNDS

Cash in School Buildings

Program/Department Administrators and Building Principals will establish procedures, in cooperation with the Business Office, to safeguard all cash received in their programs. Program/Department Administrators and Building Principals are to make arrangements which shall minimize the amount of cash retained in the buildings. It shall be his/her responsibility to make sure that any small sums of money retained in a building are securely locked.

Petty Cash Funds

The Board hereby authorizes the establishment of petty cash funds up to a maximum of \$100 per custodian.

Custodians of each petty cash fund shall be appointed on an annual basis by the Board.

Change Funds

The Board hereby authorizes the establishment of change funds up to a maximum of \$150 per custodian.

Custodians of each change fund shall be appointed on an annual basis by the Board.

Education Law Section 1709(29)

8 New York Code of Rules and Regulations

(NYCRR) Section 170.4

Adopted: 7/13/1999
Revised: 7/15/2008
Reviewed: 2/18/2009
Reviewed: 9/21/2011
Revised: 8/20/2014
Reviewed: 8/16/2017
Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4451 – CREDIT CARDS

Credit Cards

The BOCES may issue a credit card(s) in its name for the use of its officers and designated employees for authorized school business related expenses. Credit cards will be issued to employees or departments as deemed appropriate by the District Superintendent or designee.

It may be appropriate to use a BOCES credit card for pre-approved travel related expenditures, tuition charges for conferences, gasoline for a BOCES-owned or rental vehicle, technology purchases, emergency related expenditures, or in instances when a vendor does not accept a BOCES purchase order. Except for emergencies, authorized personnel must submit purchase orders for credit cards to cover the above prior to the actual incurring of expenses.

Credit card expenditures will be charged to the appropriate budget code(s) and original itemized receipts must be forwarded promptly to Accounts Payable for all charges. Expenses on each card shall be paid in such a manner as to avoid interest charges.

Credit cards issued by the BOCES are the sole property of the BOCES. At no time is a cardholder permitted to use a BOCES-issued credit card for transactions of a personal nature.

Credit cards, when not in use, shall be safeguarded. Theft or loss of a BOCES credit card must immediately be reported to the Purchasing Agent.

Upon retirement, resignation, or termination the credit card must be immediately returned to the Purchasing Department.

Users of BOCES credit cards may be personally responsible for any charges in which there is no documentation or for charges that are inconsistent with BOCES' policies. In the event of excessive or improper use, the BOCES-owned credit card may be revoked and the user subject to disciplinary measures.

For purposes of this Policy, the term credit card shall refer to purchasing cards, corporate cards, and lines of credit. This Policy will be evaluated for effectiveness at least once per year by the ~~Director of Finance~~ *Assistant Superintendent for Finance and Operations*.

Exceptions to this policy must be approved by the District Superintendent.

Adopted: 7/15/2008
Revised: 2/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4452 – MEALS AND REFRESHMENTS

Meals and Refreshments

BOCES officials and employees are entitled to reimbursement for necessary expenses incurred in the performance of their official duties. In this regard, the Board recognizes that from time to time it may be appropriate to provide or reimburse for meals and/or refreshments at BOCES meetings or events which are being held for an educational purpose. Authorized personnel must submit purchase orders to appropriate vendors prior to the actual incurring of expenses. All expenditures must be properly documented to include who attended the meeting or event, the purpose of the meeting or event, and why meals and/or refreshments were required. This justification, along with an itemized receipt(s), shall be submitted to the Business Office for payment or reimbursement. Tax exemption certificates shall be issued and utilized as appropriate.

Under no circumstances may alcoholic beverages be charged to the BOCES, nor will they be reimbursed.

Examples of categories of expenditures that may be authorized include, but are not limited to, new employee orientation training, opening day, superintendent's conference days, student award ceremonies, open house events, strategic planning events, receptions for volunteers, community/component district meetings, Board meetings, Audit Committee meetings, professional development activities, Annual Meeting, retiree breakfast/luncheon, a meal provided to a group or committee working through the mealtime, or other specific circumstances where providing a meal and/or refreshment is advantageous to the BOCES.

The District Superintendent shall have the authority to administer this policy and promulgate any rules, regulations, procedures, or terms consistent with this policy.

Meals covered while travelling outside of the BOCES are addressed under Policy and Regulation 5210 (Professional Growth / Staff Development, Travel and Conferences).

Adopted: 7/15/2008

Revised: 2/18/2009

Reviewed: 9/21/2011

Reviewed: 8/20/2014

Reviewed: 8/16/2017

Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4460 – SPECIAL PROJECTS CONTRACTS

Special Projects Contracts are agreements between the Monroe 2-Orleans BOCES and persons who can provide services of a specialized, unique or immediate nature which may not otherwise be provided by regular staff.

Special Projects Contracts shall be used to facilitate the delivery of services to divisions within BOCES and agencies served by BOCES in cases where temporary assistance is needed.

All Special Projects Contracts must receive approval by the District Superintendent or his/her designee before they are initiated. Expenses connected with the service must be included in the total sum to be specified in the contract.

Types of services must be classified in the following Temporary Support Service categories:

- a) Consulting - Provides advice, guidance, planning assistance, etc.;
- b) In-Service Workshop - Provides instructional services at workshops or courses provided by BOCES;
- c) Curriculum Development - Provides assistance in providing new curriculum programs and materials;
- d) Other - In the case of a need to obtain other temporary services which do not fall in the above categories, a rationale shall be presented along with the Special Projects Contract form indicating why it is appropriate to temporarily obtain the service.

BOCES shall enter into a contract with each component district for services rendered on their behalf and their share of the administrative and rental cost.

BOCES may contract with other BOCES to provide services for schools in such other BOCES.

BOCES may contract with other BOCES to provide services to schools in the Second Supervisory District of Monroe and Orleans Counties.

Adopted: 7/13/1999

Revised: 2/18/2009

Revised: 9/21/2011

Reviewed: 8/20/2014

Reviewed: 8/16/2017

Reviewed: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4470 – REVENUES—ESTABLISHMENT OF FEES

The District Superintendent shall recommend to the Board the tuition, service charges, and special fees to adequately provide for all approved programs and services. The Board shall approve fees prior to their collection. The fees shall be established on an equitable basis for all participating districts in accordance with the law and Commissioner’s Regulations. The uniform methodology for determining the cost of BOCES shared services shall be approved annually by at least three-quarters of the participating component school districts after consultation by local school officials with their respective boards of education.

For students enrolled in Career and Technical Education courses beyond the normal length of time for such courses and for the purpose of completing licensing requirements, the charge to the component school district will be prorated based upon the amount of time spent in the course. (Refer also to Policy #4471 -- Tuition Rates: Career and Technical Education and Special Education.)

Billings For Services

The District Superintendent, as permitted by the Commissioner’s Regulations, shall recommend to the Board an acceptable plan for billing services to the component districts. The plan shall determine the time, method of payment, and amount of charge for all services.

Education Law Section 1950(4)(d)

Adopted: 7/13/1999
Revised: 2/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4471 – TUITION RATES: CAREER AND TECHNICAL EDUCATION AND SPECIAL EDUCATION

Tuition rates for Career and Technical Education and Special Education shall be recommended by the District Superintendent for approval by the Board. The basis of calculating Career and Technical and Special Education tuition payments to the BOCES by participating districts shall be as follows:

Career and Technical Education

- a) The total actual full-time equivalent student enrollment in the Career and Technical Education Program shall be based on student attendance of the previous school year beginning on the first attendance day in October through the first day of December.
- b) Each component district's individual proportionate percentage of this total actual enrollment for the period of the previous school year defined in (a) above shall be calculated; and
- c) The cost of the Career and Technical Education budget for the current school year shall be distributed on the basis of each component district's proportionate share of the total actual enrollment for this period of the previous school year; and the BOCES shall notify the superintendents of the component districts of their proportionate share as calculated in accordance with this method.
- d) The per student tuition charged to non-component districts shall be the same as component districts.

Special Education

The tuition rate for each special education program shall be recommended by the District Superintendent for approval by the Board according to the following:

- a) For the first billing period, the rate shall be estimated based upon the previous April 1 enrollment request of each component district; and
- b) For subsequent billing periods, the rate shall be adjusted based upon actual Student FTE of each component district.

Policy References:

Refer also to Policy #4470 -- Revenues -- Establishment of Fees.

Adopted: 7/13/1999

Revised: 2/18/2009

Revised: 9/21/2011

Revised: 8/20/2014

Revised: 8/16/2017

Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4472 – SALE OF SUPPLIES AND MATERIALS

Customers

School districts, government agencies, BOCES departments and the general public are encouraged to subscribe to the services provided through the Career and Technical Education Program and the Center for Workforce Development where it is to the benefit of the student to gain actual experiences. In these cases, supplies and materials may be purchased to complete the task. When such purchases occur, the cost of the purchase will be identified with the project or service performed and charged to individual customers. Individuals are prohibited from using BOCES credit or accounts to purchase supplies and materials other than for BOCES projects. No service will be performed by BOCES for personal gain, for the purpose of competing with private industry or for the purpose of making a profit. Selection of work will be based on congruency between the program curriculum sequence and the appropriateness of the requested service.

Tax will be added to invoices on all goods or services deemed taxable by the New York State Department of Taxation and Finance.

An accurate and timely method of collecting such revenues will be established by the Business Office by creating and implementing administrative regulations in accordance with accepted accounting practices and in accordance with statute and Commissioner's Regulations.

Students

The District Superintendent may permit the sale of supplies and materials to students at cost. Sale of supplies and materials shall be permitted only in cases where the supplies and materials are essential to the instructional program and/or unique to a specific student.

Purchasing—Restrictions For Individuals

Except as permitted by law or regulations, employees of BOCES and other individuals shall be prohibited from purchasing any equipment, materials, or supplies under the name of BOCES that are to be used for personal purposes.

Adopted: 7/13/1999

Revised: 2/18/2009

Reviewed: 9/21/2011

Reviewed: 8/20/2014

Reviewed: 8/16/2017

Reviewed: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4474 – ALLEGATIONS OF FRAUD

All Board members and officers, BOCES employees and third party consultants are required to abide by the BOCES policies, administrative regulations and procedures in the conduct of their duties. Further, all applicable federal and/or state laws and regulations must be adhered to in the course of BOCES operations and practices. Any individual who has reason to believe that financial improprieties or wrongful conduct is occurring within the BOCES is to disclose such information according to the reporting procedures established by the BOCES. The reporting procedures will follow the chain of command as established within the department or school building or as enumerated in the BOCES' Organizational Chart. In the event that the allegations of financial improprieties/fraud and/or wrongful conduct concern the investigating official the report shall be made to the next level of supervisory authority. If the chain of supervisory command is not sufficient to ensure impartial, independent, investigation, allegations of financial improprieties/fraud and/or wrongful conduct will be reported as applicable to the Internal Auditor (if available), or the Independent (External) Auditor, or the School Attorney, or the Board. The BOCES' prohibition of wrongful conduct, including fraud, will be publicized within the BOCES as deemed appropriate; and written notification will be provided to all employees with fiscal accounting/oversight and/or financial duties including the handling of money.

Upon receipt of an allegation of financial improprieties/fraud and/or wrongful conduct, the Board or designated employee(s) will conduct a thorough investigation of the charges. However, even in the absence of a report of suspected wrongful conduct, if the BOCES has knowledge of, or reason to know of, any occurrence of financial improprieties/fraud and/or wrongful conduct, the BOCES will investigate such conduct promptly and thoroughly. To the extent possible, within legal constraints, all reports will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges and/or to notify law enforcement officials as warranted, and any disclosure will be provided on a "need to know" basis. Written records of the allegation, and resulting investigation and outcome will be maintained in accordance with law.

Based upon the results of this investigation, if the BOCES determines that a BOCES official has engaged in financial improprieties/fraudulent and/or wrongful actions, appropriate disciplinary measures will be applied, up to and including termination of employment, in accordance with legal guidelines, BOCES policy and regulation, and any applicable collective bargaining agreement. Third parties who are found to have engaged in financial improprieties/fraud and/or wrongful conduct will be subject to appropriate sanctions as warranted and in compliance with law. The application of such disciplinary measures by the BOCES does not preclude the filing of civil and/or criminal charges as may be warranted. When BOCES officials receive a complaint or report of alleged financial improprieties/fraud and/or wrongful conduct that may be criminal in nature, law authorities should be immediately notified.

A party dissatisfied with the investigating officer's determination or where a complaint remains unresolved, the complainant may appeal the determination to the District Superintendent or his/her

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4474 – ALLEGATIONS OF FRAUD

designee within ten calendar days of notification of the determination by filing a written appeal and stating the basis for the disagreement with the determination. The District Superintendent or his/her designee will hold a meeting within five business days and render a determination within ten business days. The District Superintendent or his/her designee's determination shall be final.

Prohibition of Retaliation

The Board prohibits any retaliatory behavior directed against those individuals who, in good faith, report allegations of suspected financial improprieties/fraud and/or wrongful conduct as well as witnesses and/or any other individuals who participate in the investigation of an allegation of financial impropriety/fraud and/or wrongful conduct. Follow-up inquiries shall be made to ensure that no reprisals or retaliatory behavior has occurred to those involved in the investigation. Any act of retaliation is prohibited and subject to appropriate disciplinary action by the BOCES.

Knowingly Makes False Accusations

Any individual who knowingly makes false accusations against another individual as to allegations of financial improprieties/fraud may also face appropriate disciplinary action and/or criminal sanctions if applicable.

Adopted: 7/13/1999

Revised: 2/18/2009

Reviewed: 9/21/2011

Reviewed: 8/20/2014

Revised: 8/16/2017

Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4511 – FACILITIES: INSPECTION, OPERATION AND MAINTENANCE

Operation and Maintenance

The District Superintendent is charged with the responsibility for administering plant operations in the most efficient and economical manner possible, while placing high priority on health and safety of students and staff and conservation of natural resources.

The BOCES has the responsibility to provide equipment, supplies and contractual services of high quality.

The Board, through the District Superintendent and his/her staff, has the responsibility of protecting the BOCES investment in plant and facilities through a systematic maintenance program.

The program shall include periodic preventive maintenance activities, long-range maintenance schedules and emergency repair procedures. It is further expected that all maintenance work will be carried out in a manner that will cause the least interference with the educational program.

Inspections

The administration of BOCES shall cooperate with officials conducting health, fire, asbestos, bus, and boiler inspections. The administration shall keep the Board informed of the results of such inspections in a timely fashion.

In addition, per the requirements of the Asbestos Hazard Emergency Response Act (AHERA), the BOCES will at least once each school year inform all employees and building occupants (or their legal guardians) about all asbestos inspections, response actions, post-response action activities, as well as triennial re-inspection activities and surveillance activities that are either planned or in progress. Written notice will be included on the BOCES' website and/or other BOCES' publications and will be filed in the BOCES' asbestos management plan.

Fire Inspection: 8 New York Code of Rules and Regulations (NYCRR) Section 155.4
Health Inspection: Education Law Section 906
Asbestos Inspection: Education Law, Article 9-A
40 Code of Federal Register (CFR) Part 763, Subpart E
12 New York Code of Rules and Regulations (NYCRR) 1220-1240

Adopted: 7/13/1999
Revised: 9/17/2008
Reviewed: 3/18/2009
Revised: 9/21/2011
Reviewed: 8/20/2014
Revised: 8/16/2017
Reviewed: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4520 – OWNED OR LEASED VEHICLE POLICY

BOCES owned or leased vehicles may be made available for official travel by BOCES personnel upon approval of the District Superintendent or designee.

Alternatively, the District Superintendent or designee may approve reimbursement for travel for professional purposes in a private vehicle at a rate approved by the BOCES or through negotiated contract.

In no case is a BOCES owned vehicle to be approved for personal use unless authorized by the Board.

The Board will be kept apprised yearly of the inventory and status of BOCES owned and/or leased vehicles.

Maintenance of a Vehicle Inventory

The ~~Director of Finance~~ *Assistant Superintendent for Finance and Operations*, through the Purchasing Agent, will keep an inventory of all BOCES owned vehicles for the purpose of making recommendations regarding the maintenance of vehicles; and replacement by sale or disposal.

Adopted: 7/13/1999
Revised: 3/18/2009
Revised: 9/21/2011
Reviewed: 8/20/2014
Revised: 8/16/2017
Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4530 – INSURANCE AND EMPLOYEE BONDS

Insurance

The Board shall secure adequate insurance coverage on all facilities, property and liability exposure. The District Superintendent or designee shall annually review and supervise this provision.

Public Officers Law Section 18

General Municipal Law Sections 6-n and 52

Education Law Sections 1709(8) and (26) and (34-b),

3023, 3028, and 3811

Bonding

In accordance with New York State Education Law and the Commissioner's Regulations, the Board directs that the Treasurer of the Board, the Assistant Treasurer and the internal auditor be bonded prior to assuming their duties. Such bonds shall be in the amounts as determined and approved by the Board.

Other school personnel and members of the Board authorized or required to handle BOCES revenues may be covered by a blanket undertaking provided by BOCES in such amounts as approved by the Board based upon the recommendations of the District Superintendent or his/her designee.

Education Law Section 1709(20-a)

Public Officers Law Section 11(2)

8 New York Code of Rules and Regulations

(NYCRR) Section 170.2(d)

Adopted: 7/13/1999

Revised: 3/18/2009

Reviewed: 9/21/2011

Reviewed: 8/20/2014

Revised: 8/16/2017

Reviewed: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4539 – PEST MANAGEMENT AND PESTICIDE USE

The Board is committed to maintaining the integrity of school buildings and grounds while protecting the health and safety of students and staff and maintaining a productive learning environment.

Structural and landscape pests can pose significant problems for people and property. Weeds and infestations can destroy playing fields and playgrounds and more importantly, cause severe allergic reactions. Pesticides can pose risks to people, property, and the environment. It is therefore the policy of the Board to direct the District Superintendent to create a regulation for an Integrated Pest Management (IPM) procedure for control of weeds, structural and landscape pests. The objective of this program is to provide necessary pest control while using the least toxic approach to all pests, weeds and infestations.

Pest/Pesticide Management Plan

The BOCES will manage weeds and pests to:

- a) Reduce any potential human health hazard or threat to public safety.
- b) Prevent loss or damage to school structures or property.
- c) Prevent pests from spreading into the community, or to plant and animal populations beyond the site.
- d) Enhance the quality of life for students, staff, and others.

Integrated Pest Management (IPM) Coordinator

An IPM coordinator will be appointed by the District Superintendent annually. The Coordinator will be responsible for implementing the IPM procedure.

Adopted: 5/9/2012
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Revised: 8/21/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4541 – HAZARD COMMUNICATION STANDARD

The Board recognizes the rights of all personnel to work in a healthy and safe environment which is as free as practicable from recognized hazards and risks to their safety. Therefore, all personnel shall be provided with applicable training to comply with the New York State "Right-to-Know" Law and the Hazard Communication Standard. The District Superintendent/designee shall maintain a current record of the social security numbers of every employee who handles toxic substances.

Rules and regulations will be developed to insure implementation of this policy which shall include awareness information, employee training and record keeping.

New York State Labor Law

12 New York Code of Rules and Regulations

(NYCRR) Part 820 Article 28

Occupational Safety and Health Administration (OSHA)

29 Code of Federal Regulations (CFR) 1910.1200

Adopted: 7/13/1999
Reviewed: 3/18/2009
Revised: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Reviewed: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4542 –SCHOOL SAFETY PLAN AND BUILDING LEVEL EMERGENCY
RESPONSE PLAN

The Board directs the District Superintendent to develop and maintain a BOCES-wide safety plan and a building level emergency response plan in accordance with law and regulations. These plans create and sustain a plan in the face of an emergency.

Adopted: 7/13/1999
Reviewed: 3/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Revised: 9/21/2016
Reviewed: 8/16/2017
Reviewed 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4543 – COMMUNICABLE DISEASES

Regulations and procedures will be developed for dealing with communicable diseases in ways that protect the health of both students and staff while minimizing the disruption of the education process.

Adopted: 7/13/1999
Revised: 9/17/2008
Reviewed: 3/18/2009
Revised: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Reviewed: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4550 – SMOKING/TOBACCO USE

School Grounds

Tobacco use shall not be permitted on BOCES leased or owned grounds at any time or within 100 feet of the entrances, exits, or outdoor areas. However, this shall not apply to a residence or within the real property boundary line of such residential property. For purposes of this policy, "school grounds" means any building, structure, and surrounding outdoor grounds including entrances and exits owned or leased by the BOCES; as well as any vehicles used to transport children or BOCES personnel.

Tobacco shall be defined as any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove cigarette, and any other smoking product matter or substance that contains tobacco, and spit tobaccos, (smokeless, dip chew and/or snuff), in any form. The use of e-cigarettes and any other products containing nicotine, except for current FDA approved smoking cessation products, is also prohibited.

Posting/Notification of Policy

In compliance with the New York State Clean Indoor Air Act, the BOCES will prominently post its Smoking/Tobacco Use policy and signs prohibiting all forms of tobacco in all buildings and other locations, and supply a copy of the policy upon request to any current or prospective employee. The BOCES will designate a school official as the agent responsible to inform individuals who smoke that they are in violation of Article 13-E of the state Public Health Law and the federal Pro-Children Act of 1994, and BOCES Policy. Both BOCES and the individual can face a monetary penalty for an individual's failure to comply. The agent must inform the individual to stop smoking.

Visitors

Visitors to the BOCES facilities or BOCES sponsored events are governed by this smoke and tobacco-free policy. BOCES shall communicate this policy to students, staff, visitors and parents, as is deemed appropriate to orient them to the policy.

Prohibition of Tobacco Promotional Items and Advertising

Tobacco advertising shall be prohibited in all school-sponsored publications and at all school-sponsored events. Tobacco promoted items such as brand names, logos, identifiers, shall be prohibited, in accordance with the student code of conduct:

- a. On school grounds
- b. In school vehicles
- c. At school-sponsored events
- d. In school publications
- e. On clothing, shoes, accessories, gear and/or school supplies.

**Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4550 – SMOKING/TOBACCO USE**

20 U.S.C. § 7181-7184

20 U.S.C. § 7101 et seq.

Public Health Law Article 13-E

Education Law Sections 409 and 3020-a

Adopted: 7/13/1999
Revised: 9/17/2008
Reviewed: 3/18/2009
Reviewed: 9/21/2011
Revised: 10/17/2012
Revised: 8/20/2014
Reviewed: 8/16/2017
Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4560 – EXPOSURE CONTROL PROGRAM

The BOCES shall establish an exposure control program designed to prevent and control exposure to bloodborne pathogens. According to the New York State Department of Labor's Division of Safety and Health and OSHA standards, the program shall consist of:

- a) Guidelines for maintaining a safe, healthy school environment to be followed by staff and students alike.
- b) Written standard operating procedures for blood/body fluid clean-up.
- c) Appropriate staff education/training.
- d) Evaluation of training objectives.
- e) Documentation of training and any incident of exposure to blood/body fluids.
- f) A program of medical management to prevent or reduce the risk of pathogens, specifically hepatitis B and HIV.
- g) Written procedures for the disposal of medical waste.
- h) Provision of protective materials and equipment for all employees who perform job-related tasks involving exposure or potential exposure to blood, body fluids or tissues.

Occupational Safety and Health Administration (OSHA)
29 Code of Federal Regulations (CFR) 1910.1030

Adopted: 7/13/1999
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Reviewed: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4570 – RECORDS MANAGEMENT

A records management officer shall be designated by the District Superintendent, subject to the approval of the Board. Such records management officer shall coordinate the development of and oversee a program for the orderly and efficient management of records, including the legal disposition or destruction of obsolete records, and be given the authority and responsibility to work with other local officials at all levels in the development and maintenance of the records management program.

In addition, a Records Advisory Board may be created to assist in establishing and supporting the records management program. BOCES' legal counsel, the fiscal officer, and the District Superintendent/designee may comprise the Advisory Board.

Records Retention and Disposition Schedule LGS-01, issued pursuant to Article 57-A of the Arts and Cultural Affairs Law, and containing legal minimum retention periods for the records of all New York municipalities/government institutions, is hereby adopted for use by all officers in disposing of BOCES records listed therein.

- a) Only those records will be disposed of that are described in Records Retention and Disposition Schedule LGS-01 after they have met the minimum retention period described therein;
- b) Records will be disposed of that do not have sufficient administrative, fiscal, legal, or historical value to merit retention beyond established time periods.

Regulations and procedures shall be developed for this policy.

8 New York Code of Rules and Regulations (NYCRR) Section 185

Public Officers Law Section 65-b

Local Government Records Act of 1987

Policy References:

Refer also to Policy #1318 -- Records Officers.

Adopted: 7/13/1999
Reviewed: 3/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Revised: 8/19/2020
Revised: 12/16/2020

10. New Business

3. First Reading Policies 6209 - Physical Restraint; 6212 - Student Discipline and Corporal Punishment; 7213 - Use of Time Out Rooms

AD HOC POLICY UPDATE CHART

Various Policies

Italics means added in, strikethrough means to delete. Review means no substantive changes.

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
6209 and 6209R Physical Restraint and Corporal Punishment	New Policy pursuant to law which will replace language from Policy 6212 Student Discipline, Suspension and Corporal Punishment.
6212 Student Discipline Suspension and Corporal Punishment	Title changed; removed language regarding corporal punishment pursuant to law.
7123 and 7123R - Use of Time Out Rooms	Title changed; new language added pursuant to law.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6209 – PHYSICAL RESTRAINT AND CORPORAL PUNISHMENT

The BOCES holds the belief that the classroom teacher is the key person responsible for the maintenance of acceptable discipline among students. A well-planned program that keeps students engaged with work that is meaningful, interesting and challenging is the best means of preventing disruptive behavior by students. The BOCES recognizes, however, that under certain circumstances, a classroom teacher, supervisor or administrator may find it necessary to ~~resort to reasonable and prudent use of a physical restraint in limited circumstances. interventions to maintain order in or on BOCES premises. The use of Corporal Punishment is prohibited except under certain limited exceptions. Accordingly, the following actions by a teacher or staff member are herewith authorized:~~

The BOCES holds the belief that the classroom teacher is the key person responsible for the maintenance of acceptable discipline among students. A well-planned program that keeps students engaged with work that is meaningful, interesting and challenging is the best means of preventing disruptive behavior by students. The BOCES recognizes, however, that under certain circumstances, a classroom teacher, supervisor or administrator may find it necessary to resort to reasonable and prudent interventions:

*The Board designates the District Superintendent with the task of developing regulations related to use of physical restraints.
A copy of this policy and regulation will be posted on the website, available at each building and at the Educational Services Center.*

- ~~a) Emergency intervention which may be used to prevent threatened assault, self-inflicted harm or physical injury to other students or personnel;~~

~~Such interventions shall only be used in emergency situations. Emergency interventions shall not be used as a punishment, discipline, or as a substitute for systematic behavioral interventions that are designed to change, replace, modify or eliminate a targeted behavior.~~

~~Staff who may be called upon to implement emergency interventions will be provided appropriate training in safe and effective restraint procedures. The parent(s) of the student shall be notified whenever an emergency intervention is utilized.~~

~~BOCES will maintain documentation on the use of emergency interventions for each student including:~~

- ~~a) Name and date of birth of student;~~
- ~~b) Setting and location of the incident;~~
- ~~c) Name of staff or other persons involved;~~

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6209 – PHYSICAL RESTRAINT AND CORPORAL PUNISHMENT

- ~~d) Description of the incident and emergency intervention used, including duration;~~
- ~~e) A statement as to whether the student has a current behavioral intervention plan; and~~
- ~~f) Details of any injuries sustained by the student or others, including staff, as a result of the incident.~~

~~This documentation will be reviewed by BOCES supervisory personnel and, if necessary, by the school nurse or other medical personnel.~~

Adopted: 9/19/2018

Revised: 8/18/2021

Revised: _____ 2023

Monroe 2-Orleans BOCES Regulation
Series 6000 – Students
Regulation #6209 R – PHYSICAL RESTRAINT AND CORPORAL PUNISHMENT

The BOCES holds the belief that the classroom teacher is the key person responsible for the maintenance of acceptable discipline among students. A well-planned program that keeps students engaged with work that is meaningful, interesting and challenging is the best means of preventing disruptive behavior by students. The BOCES recognizes, however, that under certain circumstances, a classroom teacher, supervisor or administrator may find it necessary to resort to reasonable and prudent *physical restraint* interventions ~~to maintain order in or on BOCES premises~~. Accordingly, the following actions by a teacher or staff member are herewith authorized:

Use of Physical Restraints

- a) ~~Emergency intervention~~ *Physical restraints* where physical force is necessary to prevent ~~which~~ may be used to prevent ~~threatened assault, self-inflicted harm or physical injury to other students or personnel~~ *imminent danger of serious physical harm to the students or others and shall not used to prevent property damage except where there is imminent danger of serious physical harm to the student or others and the student has not responded to positive, proactive, intervention strategies. The type of restraint used shall be of the least restrictive technique necessary and be discontinued as soon the imminent danger of serious physical harm to self or others has resolved. Physical restraints are not part of a planned intervention on the child's IEP, BIP, 504 or other plan developed by the school. The time in a physical restraint must be developmentally time appropriate.*
- b) *A physical restraint is defined as a personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, body or head freely but does not include a physical escort or brief physical contact and or restriction to promote student safety, to calm or comfort a student, guide or prompt a student when teaching a skill or assist a student in completing a task. Mechanical restraint(s) are prohibited unless proscribed by a medical professional and is an approved device for a specific purpose.*

~~Such interventions shall only be used in emergency situations.–~~ ~~Emergency interventions~~ *Physical restraint (s) shall not be used as a punishment, discipline, or as a substitute for systematic behavioral interventions that are designed to change, replace, modify or eliminate a targeted behavior. Use of prone restraint is prohibited. The restraint cannot restrict a student's ability to breathe.*

Staff who may be called upon to implement physical restraint(s) ~~emergency interventions~~ will be provided with ~~appropriate annual training. in safe and effective restraint procedures.~~

Parent Notice

Monroe 2-Orleans BOCES Regulation

Series 6000 – Students

Regulation #6209 R – PHYSICAL RESTRAINT AND CORPORAL PUNISHMENT

The parent(s) of the student shall be notified *on the same day* whenever a physical restraint ~~an emergency intervention~~ is utilized. *The Program Administrator must keep a record of attempts to contact the parent(s). If, after reasonable attempts are made and the parent(s) cannot be contacted, the BOCES shall contact the home district CSE chairperson. The notice to the parent shall offer the parent the opportunity to meet regarding the incident. BOCES must provide the parent a copy of documentation of the incident within three(3) school days of the use of a physical restraint. The nurse or medical personnel must evaluate the student following the restraint to determine and document if any injuries were sustained or where there is belief there were injuries. s.*

Debrief With Student

A school staff member will debrief the incident with the student in a manner that is both age and developmentally appropriate for the student to discuss the behaviors that precipitated the use of the physical restraint.

Documentation

BOCES will maintain documentation on the use of ~~emergency interventions~~ physical restraint for each student incident ~~each student~~ including:

- a) Name and date of birth of student;
- b) Setting and location of the incident;
- c) Name of staff or other persons ~~involved~~ *who participated in the implementation, monitoring and supervision of the use of the physical restraint;*
- d) Description of the incident ~~and emergency intervention~~ used, including duration *and type of restraint used;*
- e) A statement as to whether the student has an *IEP*, current behavioral intervention plan; ~~and~~ *or other plan developed by the school;*
- f) Details of any injuries sustained by the student or others, including staff, as a result of the incident.
- g) List of all positive, proactive intervention strategies used prior to the use of the physical restraint.*
- h) Whether student was evaluated by the nurse.*
- i) Date and method of contacting the parents and whether a meeting was held with the parents.*

**Monroe 2-Orleans BOCES Regulation
Series 6000 – Students
Regulation #6209 R – PHYSICAL RESTRAINT AND CORPORAL PUNISHMENT**

j) Date debriefing was held.

k) This documentation will be reviewed by BOCES supervisory personnel and, if necessary, by the school nurse or other medical personnel.

Debriefing

After use of every physical restraint, the Program Administrator shall meet with staff who participated in the use of the physical restraint to discuss the circumstances leading to the use of the physical restraint, the positive proactive strategies that were utilized prior to the use of the physical restraint, plan for the prevention and reduction of the future need for a physical restraint including whether a referral for special education services should be made or a review of a student's existing IEP or BIP.

Review of Documentation

The Program Administrator shall review the documentation on the use of physical restraints to ensure compliance with the policy and regulation and procedures. If there are multiple incidents in the same classroom involving the same staff, the Program Administrator shall take appropriate steps to address the pattern and frequency of use and bring the pattern to the attention of the Director/designee.

Staff Training

All staff shall receive annual training on the policy and procedures on the use of physical restraints; evidence based positive, proactive strategies; crisis intervention, prevention procedures and de-escalation techniques. In addition, staff who implement physical restraints shall receive annual evidence based training in safe and effective developmentally appropriate physical restraint procedures.

Reporting

BOCES will report the data annually to the New York State Education Department. on a form prescribed by the New York State Education Department.

Parent Notice

A copy of the policy and regulation will be posted on the BOCES website and be made available for view at each building and at ESC.

Corporal Punishment

Monroe 2-Orleans BOCES Regulation

Series 6000 – Students

Regulation #6209 R – PHYSICAL RESTRAINT AND CORPORAL PUNISHMENT

Corporal punishment is defined as any act of physical force upon a student for the purpose of punishing the student. Corporal punishment does not include the use of physical restraint(s) to protect another student, the student, teacher or any other person from physical injury when alternate procedures and methods not involving the use of physical restraint can't reasonably be employed to achieve those purposes. No teacher, administrator employee, officer or agent of the BCES, including SRO's can use corporal punishment against a student unless an exception applies. This prohibition does not apply when the SRO is placing the student under arrest and at that point the SRO can use handcuffs for the safety of the student.

Adopted: 9/19/2018

Revised: 8/18/2021

Revised: _____ 2023

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6212 – STUDENT DISCIPLINE ~~AND~~ SUSPENSION ~~AND CORPORAL PUNISHMENT~~

All staff must constantly promote an honest and open communication system which involves students, parents/guardians, all other staff, and the community-at large. Such a system can result in a mutual understanding of the rights and responsibilities which belongs to each individual and a more pleasant and successful climate can be created.

Students are expected:

- a) To conform to standards of acceptable behavior as set forth by the BOCES;
- b) To obey regulations developed, approved and implemented at the schools where they are enrolled.

The purpose of disciplinary practices is to encourage the attainment of the following goals:

- a) Development of self-discipline;
- b) Development of personal responsibilities;
- c) Development of the ability to use individual freedom in a responsible manner;
- d) Maintenance of an environment conducive to learning;
- e) Protection of all individuals from verbal and/or physical abuse;
- f) Protection of personal and public property.

Written rules and regulations shall be developed, applied and communicated to all parties concerned.

STUDENT SUSPENSION

There are occasions, however, after all reasonable procedures having been exhausted, when the educational process may be better served by the suspension of a student.

A student (except that under no circumstance will a child in the pre-school aged program be disciplined or expelled) may be suspended from a BOCES program, or classroom under the following circumstances:

- a) If the student is insubordinate, and/or disruptive, and/or disorderly, and/or engages in conduct which otherwise endangers the safety, morals, health or welfare of others, and/or engages in disorderly or violent behavior while in attendance at a BOCES school or class, on or off school grounds, at a BOCES sponsored event, and/or en route to or from such a school in a vehicle operated by or on behalf of BOCES.

Authority to suspend a student shall be vested in each of the following:

- a) The Executive Principal, Principal, and/or the Program Supervisor or Administrator who acts as Principal (“Acting Principal”) of the program where the student attends if authorized by the BOCES; provided that any such suspension shall not exceed five school days.

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6212 – STUDENT DISCIPLINE ~~AND~~ SUSPENSION ~~AND CORPORAL PUNISHMENT~~

b) The local Superintendent of Schools.

c) The District Superintendent.

Whenever a student is suspended, the procedures employed shall be consistent with the provisions of Education Law and the Regulations of the Commissioner.

~~CORPORAL PUNISHMENT~~

~~The use of corporal punishment is strictly prohibited. Administrative regulations will further detail the process for discipline, suspension, and corporal punishment.~~

~~Education Law Section 3214(3)~~

~~8 New York Code of Rules and Regulations (NYCRR) Section 100.2(l)~~

Policy References:

Refer also to Policies #6210 -- Student Conduct and #7121 -- Discipline of Students With Disabilities.

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 05/12/2010

Revised: 6/15/2011

Revised: 5/9/2012

Revised: 8/15/2012

Revised: 5/15/2013

Reviewed: 5/14/2014

Revised: 5/13/2015

Revised: 8/19/2015

Revised: 6/15/2016

Revised: 5/10/2017

Revised: 5/09/2018

Revised: 5/15/2019

Reviewed: 5/13/2020

Revised: 5/12/2021

Revised: 5/11/2022

Reviewed: 5/10/2023

Revised: _____ 2023

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7123 – USE OF TIME OUT ~~ROOMS~~ SECLUSION AND AVERSIVE
INTERVENTION

The Board prohibits the use of a time out ~~room~~ for disciplinary reasons. A timeout shall only be used in situations that pose an immediate concern for the physical safety of the student or others, or in conjunction with the student's behavioral intervention plan (BIP). If possible, staff must first use other less restrictive and intrusive interventions and de-escalation techniques. When employed, timeouts shall be monitored and implemented by properly trained staff and documented in accordance with regulations. ~~where but allows an unlocked room for the purpose of providing an opportunity for the child to safely de-escalate and re-enter the classroom education program.~~

Time out ~~room~~ is defined as *“a behavior management technique that involves the monitored separation of a student in a non-locked setting and is implemented for the purpose of de-escalating, regaining control and preparing the student to meet expectations to return to his/her their education program.”*

~~If a time-out room(s) is to be used, it must be used in conjunction with a behavioral intervention plan (that is designed to teach and reinforce alternative appropriate behaviors). The student will be removed to a supervised area in order to facilitate self-control or when it is necessary to remove a student from a potentially dangerous situation and for unanticipated situations that pose an immediate concern for the physical safety of a student or others.~~

Teachers, administrators, officers, employees and agents of the school (including School Resorce Officers, “SRO”), are prohibited from using seclusion or aversive intervention against a student. However, an SRO is not considered an agent of the BOCES where a student is under arrest and the SRO uses handcuffs as necessary for the safety of the student.

The Board directs the District Superintendent to create regulations governing the use of time out rooms and in accordance with law.

This Policy will be posted on the BOCES website and will be available for review at each building and at the ESC building.

Adopted: 03/19/2008

Revised: 6/16/2010

Revised: 10/17/2012

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7123 – USE OF TIME OUT ~~ROOMS~~ SECLUSION AND AVERSIVE
INTERVENTION

Reviewed: 10/21/2015

Reviewed: 9/19/2018

Reviewed: 9/15/2021

Revised: 4/19/2023

Revised: _____ *2023*

Monroe 2-Orleans BOCES Regulation

Series 7000 – Instruction

Regulation #7123R – USE OF TIME OUT, ~~ROOMS SECLUSION AND AVERSIVE INTERVENTION~~

~~A- Time out room is defined as an area for a student to safely de-escalate, regain control and prepare to meet expectations to return to his/her education program.” If a time out room(s) is to be used, it must be used in conjunction with a behavioral intervention plan (that is designed to teach and reinforce alternative appropriate behaviors) in which a student is removed to a supervised area in order to facilitate self control or when it is necessary to remove a student from a potentially dangerous situation and for unanticipated situations that pose an immediate concern for the physical safety of a student or others. “a behavior management technique that involves the monitored separation of a student in non-locked setting and is implemented for the purpose of de-escalating, regaining control and preparing the student to meet expectations to return to their education program.” If time out is to be used, it must be used in conjunction with a behavioral intervention plan or used in a situation that poses an immediate concern for the physical safety of the student or others. If possible staff should use time out only when other less restrictive and intrusive interventions and de-escalation techniques cannot be used. The space shall be monitored. The BIP cannot contain use of physical restraint or corporal punishment or seclusion.~~

~~Time out cannot be used as discipline or punishment, retaliation, or as a substitute for positive, proactive intervention strategies that are designed to change, replace or modify or eliminate a targeted behavior.~~

~~The definition of time out does not include a student request for a student break; for teacher removal or in-school-suspension; for disciplinary action; to assist a student to calm by using tools or activities in that location or consistent with the student’s BIP. At a minimum, the use of time out room(s) shall be governed by the following rules and standards:~~

- a) BOCES prohibits placing a student in a locked room or space or in a room where the student cannot be continuously observed and supervised. ~~The Time out room(s) location shall be unlocked and the door must be able to be opened from the inside. The use of time out room(s) for emergency intervention is allowed provided the room location or space is not locked.~~

~~Staff shall continuously monitor the student in a time out room. The staff must be able to see and hear the student at all times.~~

~~Under no circumstances shall a time out room in a school program be used for seclusion of the student., where the term “Seclusion” is interpreted to mean placing a student in a locked room or space or in a room where the student is not continuously observed and supervised means involuntary confinement of a student alone in a room or space that they are physically prevented from leaving or perceive they cannot leave at will.~~

~~Use of aversive intervention is prohibited. Aversive intervention means an intervention used to induce pain or discomfort for the purposes of eliminating or reducing student behavior including:~~

- 1) ~~contingent application of noxious, painful, intrusive stimuli or activities; strangling, shoving, deep muscle squeezes or other similar stimuli;~~

Monroe 2-Orleans BOCES Regulation

Series 7000 – Instruction

Regulation #7123R – USE OF TIME OUT, ~~ROOMS SECLUSION AND AVERSIVE INTERVENTION~~

- 2) *any form of noxious, painful or intrusive spray, inhalant or tastes;*
- 3) *contingent food programs that include the denial or delay of the provision of meals or intentionally altering staple food or drink in order to make it distasteful;*
- 4) *movement limitation used as a punishment;*
- 5) *excluding such interventions as voice control, limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student; or other similar interventions.*

Use of prone restraint is prohibited.

b) Factors which may precipitate the use of ~~the a~~ time out ~~room~~:

- ~~Verbal escalation~~
- ~~Physical escalation~~
- ~~Destruction of property~~
- ~~Inability to manage personal space~~
- ~~Inability to handle social situations~~
- ~~Facilitate student regain self-control~~
- ~~Removal of a student from a potentially dangerous situation~~
- *Need to de-escalate and regain control*
- *Positive proactive intervention strategies failed*
- *Less intrusive and restrictive de-escalation techniques fail*
- *Immediate concern for student's physical safety or of others*
- *As indicated on the child's BIP*
- *No medical contraindication to such use*

c) Time limitations for the use of the time out room:

Consistent with the behavioral plan in the child's IEP but not to exceed 60 minutes, *but as soon as the student has de-escalated, the student should be returned to their program.*

Further, a student's IEP shall specify when a behavioral intervention plan includes the use of ~~a~~ time out ~~room~~ for a student with a disability, including the maximum amount of time a student will need to be in a time out ~~room~~ as a behavioral intervention as determined on an individual basis in consideration of the student's age and individual needs.

~~The home school CSE or other personnel shall be notified in the event a student is placed in a time out room for excessive amounts of time; and such information shall be considered when determining the effectiveness of the student's behavioral intervention plan and the use of the time out room for the~~

Monroe 2-Orleans BOCES Regulation**Series 7000 – Instruction****Regulation #7123R – USE OF TIME OUT, ~~ROOMS SECLUSION AND AVERSIVE INTERVENTION~~**

~~student. Whether the student requires a debriefing following the use of a time out room shall be left to the staff knowledgeable about the individual student.~~

- d) Staff training on the policies and procedures related to the use of time out(s) room(s) shall include but not be limited to, the following measures:
1. Such training will occur ~~on an ongoing basis at New Staff Orientation, Faculty Meetings and/or Department Meetings and/or Team Meetings annually related to the BOCES policy and procedures on use of the time out; evidence based positive, proactive strategies; crisis intervention and prevention procedures and de-escalation techniques. In addition, staff who implement time out shall receive annual evidence based training in safe and effective developmentally appropriate time out and physical restraint procedures.~~
 2. ~~The Director of Exceptional Children shall be responsible for establishing administrative practices and procedures for training all BOCES personnel responsible for carrying out the provisions of Commissioner's Regulations relating to the BOCES use of time out rooms.~~
- e) Data collection to monitor the effectiveness of the use of time out rooms

Documentation:

BOCES programs shall establish and implement procedures to document the use of time out ~~rooms for each incident and when used in connection with the student's BIP.~~, including information to monitor the effectiveness of the use of the time out room as outlined in the IEP or in the behavioral intervention plan. Such data would be subject to review by the State Education Department (SED) upon request.

Such ~~data documentation collection~~ should ~~appropriately~~ *shall* include, but is not limited to, the following information:

1. *Name and date of birth of the student;*
2. *Setting and location of incident;*
3. *Name of staff who participated in the implementation, monitoring, and supervision of use of time out;*
4. *Name of other staff involved;*
5. A record for each student showing the date and time of each use of the time out ~~room~~;
6. A detailed account of the antecedent conditions/specific behavior that led to the use of the time out ~~room~~;
7. The amount of time that the student was in ~~the~~ time out ~~room~~, *considering developmental appropriate time; and*
8. Information to monitor the effectiveness of the use of ~~the~~ time out ~~room~~ which resulted in the student being placed in *time out the room*;
9. *Whether student has an IEP, BIP or other plan;*
10. *List of all positive, proactive intervention strategies used prior to the use of*

Monroe 2-Orleans BOCES Regulation

Series 7000 – Instruction

Regulation #7123R – USE OF TIME OUT, ~~ROOMS SECLUSION AND AVERSIVE INTERVENTION~~

time out and whether those strategies were consistent with the student's BIP;

- 11. Details of any injuries sustained by student/staff;*
- 12. Whether student was evaluated by the nurse or medical staff;*
- 13. Date and method of contacting the parents and whether a meeting was held with the parent;*
- 14. Date of a debriefing if held; and*
- 15. Date the incident was reviewed by supervisory personnel and by medical staff (as necessary).*

f) Information to be provided to parents.

The BOCES shall inform the student's parents prior to the initiation of a behavioral intervention plan that will incorporate the use of a time out ~~room~~ for a student, and shall give the parent the opportunity to view the physical space that will be used as a time out ~~room~~ and provide the parent with a copy of the policy on the use of time out. ~~room(s).~~

~~Additionally, parents should be notified if their child was placed in a time out room. Minimally, whenever a time out room is used as an emergency intervention pursuant to Commissioner's Regulations Section 200.22(d), the parent shall be notified of the emergency intervention. Such notification will be provided the same day. In the event the parent/guardian cannot be reached, the CSE of the home district must be notified.~~

The student(s) parent(s) shall be notified in the same day a time out is used in conjunction with the student's BIP. The Program Administrator must keep a record of attempts to contact the parent(s). If, after reasonable attempts are made and the parent(s) cannot be contacted, the BOCES shall contact the home district CSE chairperson. The notice to the parent shall offer the parent the opportunity to meet regarding the incident. BOCES must provide the parent a copy of documentation of the incident within three(3) school days of the use of a time out.

~~The parent is a member of the child's home district's CSE and the use of a time out room must be included on the student's IEP to be implemented. The parent receives prior notice as to the recommendations on a student's IEP and may request due process through the home district in the event the parent does not agree with the CSE recommendations.~~

~~Parent reports of alleged inappropriate interventions used in a time out room should be directed to the Program Administrator.~~

g) Reporting

BOCES will report the data annually to the New York State Education Department on a form prescribed by the New York State Education Department.

**Monroe 2-Orleans BOCES Regulation
Series 7000 – Instruction
Regulation #7123R – USE OF TIME OUT, ~~ROOMS~~ SECLUSION AND AVERSIVE
INTERVENTION**

Physical Space used as a Time Out ~~Room~~

The physical space used as a time out ~~room(s)~~ *may be within a classroom or outside the classroom and* must meet certain standards.

- a) The ~~room(s)~~ *space* shall provide a means for continuous visual and auditory monitoring of the student.
- b) The ~~room(s)~~ *space* shall be of adequate width, length and height to allow the student to move about and recline comfortably.
- c) Wall and floor coverings should be designed to prevent injury to the student, and there shall be adequate lighting and ventilation.
- d) The temperature of the ~~room~~ *space* shall be within the normal comfort range and consistent with the rest of the building.
- e) The ~~room(s)~~ *space* shall be clean and free of objects and fixtures that could be potentially dangerous to a student and shall meet all local fire and safety codes.
- f) *Unlocked and any door is capable of being opened from the inside of the space.*
- g) *Meet local fire and safety codes.*

Debriefing

After use of every time out, the Program Administrator shall meet with staff who participated in the use of time out to discuss the circumstances leading to the use of time out, the positive proactive strategies that were utilized prior to the use of time out and the plan for the prevention and reduction of the future need for time out including whether a referral for special education services should be made or a review of a student's existing IEP or BIP.

A staff member will debrief with the student to discuss the behavior that precipitated use of the time out in a manner that is age appropriate and according to the child's developmental ability.

Review of Documentation

The Program Administrator shall regularly review the documentation on the use of time out to ensure compliance with the policy, regulation and procedures. If there are multiple incidents in the same classroom or program involving the same staff, the Administrator shall take appropriate steps to address the frequency and pattern of use and bring to the Director's/designee's attention.

Education Law Sections 207, 210, 305, 4401, 4402, 4403, and 4410
8 New York Code of Rules and Regulations (NYCRR) Sections 19.5, 200.1, 200.4, 200.7, 200.22, and 201.2

Adopted: 10/17/2012
Reviewed: 10/21/2015
Reviewed: 9/19/2018
Revised: 9/15/2021
Revised: 4/19/2023
Revised: _____ 2023

10. New Business
 4. Medicare Update

10. New Business

5. Resolution to Approve the 2-Year Lease with Roberts Wesleyan University

LEASE FOR SPACE

THIS AGREEMENT OF LEASE made this _____ day of August 2023 by and between the ROBERTS WESLEYAN UNIVERSITY, located at 2301 Westside Drive, Rochester, New York 14624 hereinafter referred to as the “Landlord,” and the BOARD OF COOPERATIVE EDUCATIONAL SERVICES, MONROE-ORLEANS COUNTIES, hereinafter referred to as “Tenant”;

WITNESSETH:

The Landlord owns certain buildings located in said District and the Tenant is desirous of leasing a portion of those facilities for use by the Tenant for the purpose of BOCES business and academic purposes, and whereas such a lease has been approved by the Landlord’s Board of Education;

NOW, THEREFORE, in consideration of the rents, covenants, and agreements hereinafter set forth, the Landlord does lease to the Tenant, and the Tenant does lease from the Landlord space with the appurtenances and privileges herein described upon the following terms and conditions:

1. ASSIGNMENT

The parties of this Agreement shall not transfer, assign, subcontract or otherwise dispose of this Agreement or the rights and responsibilities therein without the prior written consent of the other party or any interest herein may not be assigned by either party.

The Tenant shall not underlet the premises without the Landlord’s consent unless the underletting is related to the overall Tenant’s purpose as specified in this lease or if such underletting is in connection with a partnership with another public entity with similar purpose of the Tenants.

2. BREACH OF ONE PROVISION

In the event any term or condition of this Lease should be breached by any party and thereafter waived by the other party, such waiver shall be limited to the particular breach so waived and shall not be deemed to waive any other breach either prior or subsequent to the breach so waived.

3. CHANGES, ALTERATIONS

The Tenant shall take good care of the space at its own cost and expense, make any and all interior cosmetic repairs to the space resulting from its occupancy and/or use, normal wear and tear excepted. The Landlord agrees to give ten (10) days' notice to Tenant with regard to any contemplated structural changes or modifications of the space. The Tenant agrees to provide for repair of broken glass windows in Tenant's portion of the space, provided such breakage is caused by Tenant's own gross negligence.

Any space and or alterations/changes which are contemplated by the Tenant, except those which enhance the program or benefit the Landlord, must first be approved by the Landlord. Upon the termination of the lease the Tenant shall bring the space to a reasonable state that is acceptable to the Landlord. The Landlord is responsible for making all structural, HVAC, exterior, plumbing, and the like changes and/or repairs. During construction, renovation or the performance of maintenance functions, the Landlord will provide security for all Tenant's materials, supplies, and equipment.

4. COMPLIANCE WITH LAWS

The Landlord covenants that the leased premises are in compliance with all federal and state regulations and requirements relating to buildings and school buildings including but not limited to occupational safety and health and environment protection, the New York School Asbestos Safety Act, and the Federal Asbestos Hazard Emergency Response Act. The Landlord agrees to maintain the leased premises during the lease term in compliance with all such statutes and regulations at its

sole cost and expense. The Landlord shall furnish to the Tenant, **upon request**, any and all reports filed with or received from federal and state governmental agencies, when filed or received, with respect to such matters described in this paragraph.

5. CONFIDENTIALITY

The Landlord and Tenant shall observe and apply the appropriate standard of confidentiality to all student and/or staff records and information or be subject to liability including breach of confidentiality penalties. No records shall be disclosed, re-disclosed, or used for personal gain/benefit. All student and/or staff records, or information gathered in the course of this lease, will be maintained as confidential by Landlord's employees and/or subcontractors in accordance with FERPA & HIPAA.

The Landlord will instruct its staff as to the confidentiality of records and information and the penalties for breach thereof.

6. CONFLICT OF INTEREST

The Landlord represents and warrants that neither it nor any of its directors, officers, members, partners, employees or subcontractors, has any interest nor shall they acquire any interest, directly or indirectly with the Tenant, which would or may conflict in any manner or degree with the performance of the services hereunder. The Landlord further represents and warrants that in the performance of this Lease no person having such interest or possible interest shall be employed by Tenant.

7. CONSTRUCTION/AMENDMENTS

All previous oral and/or written understandings and agreements made by and between the parties are merged in this Agreement, which alone fully and completely expresses their agreement. This Lease may not be changed, nor any of its provisions modified or waived, except in writing, signed by all parties to this Lease.

8. CONTACT PERSON

The Landlord and Tenant each shall assign one contact person to correspond with.

9. COPIES OF THE LEASE

Several copies of this Lease may be executed by the parties, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument.

10. DANGEROUS CONDITION

Tenant must give Landlord prompt notice of fire, accident, damage or dangerous or defective condition. A dangerous or defective condition includes damage or injury resulting from snow and ice buildup, and/or melting on sidewalks, and parking lots utilized by Tenant. If the space cannot be used because of fire or other casualty, Tenant is not required to pay rent for the time the premises are unusable on the unusable portion of the space. Landlord is responsible to incur costs not covered by Tenant's insurance to repair any damaged portion of the building interior or exterior unless such damage is the result of the Tenant's own gross negligence.

11. DEDUCTION OF RENT

The Tenant will be entitled to deduct from said rent, amounts of expenses Tenant incurred to make repairs that were the responsibility of the Landlord and the Landlord failed to rectify within five (5) calendar days of Tenant giving written notice to Landlord.

12. DEFAULT

If after default in payment of rent or violation of any other provisions of this lease, the Tenant moves out or is dispossessed and fails to remove any trade fixtures or other personal property prior to such default, removal, expiration of lease, or prior to the issuance of the final order of execution of the warrant, then and in that event, the said fixtures and property shall be deemed abandoned by the said Tenant and shall become the property of the Landlord except for any fiber optic type cables that have been installed by Tenant. However, the Tenant reserves the right to remove any fixtures and/or materials at the termination of the lease or any extensions thereof.

13. LANDLORD OBLIGATIONS

The Landlord further agrees to provide the following:

- (a) Provide Tenant with outside keys and interior keys as applicable. In the event of loss of keys, the Tenant agrees to inform the District immediately. The Tenant also agrees to pay the cost of replacement of individual keys. If in the judgment of the District and competent police authority the building ought to be re-keyed due to the Tenant's negligence or inadvertence, the Tenant agrees to pay the cost of re-keying for the affected areas of the facility. (The cost of re-keying is not to exceed \$500.00.).
- (b) Snow and ice removal of the parking lots and all exterior areas of the building not limited to roof and sidewalks.
- (c) Tenant shall bring trash bins to the designated building common area for Landlord to remove. There is no maximum number of bins the Tenant can place there for removal. Tenant shall notify Landlord of small or bulk items to be removed associated with the premises. Landlord will arrange and incur cost of removal of such items.
- (d) Provide all non-structural common area maintenance costs.
- (e) Maintain fire alarm system and cost associated with such.
- (f) Pay for all heat, water, sewer, electric and all other utilities except telephone.
- (g) Provide adequate parking facilities for Tenant personnel, students and parents near leased space.
- (h) Custodial and janitorial - services that is considered wiping down furniture surfaces and vacuuming floor. Disinfecting as required by state or federal law - BOCES will be responsible for district owned equipment to clean and sanitize.
- (i) Maintain fire extinguishers and smoke detectors.
- (j) Comply with and provide legally required safety drills and fire drills.
- (k) Allow Tenant to peaceably and quietly enjoy the premises.
- (l) Landlord will pay all county, state, local property and other taxes associated with the real and personal property.
- (m) Provide at no charge Internet access and/or Wi-Fi access.
- (n) Maintain mowing of grounds and flower beds.
- (o) Potable water at the appropriate lead levels.

14. ENTER SPACE

The Tenant agrees that the Landlord, the Landlord's agents and other representatives shall have the right to enter into and upon said space, or any part thereof, with a Tenant representative present, for the purpose of examining and using the same, performing maintenance and custodial functions or making such repairs or alterations thereon that may be necessary for the safety and preservation thereof.

15. ENTIRE LEASE

This represents the entire lease between the parties. Any previous lease between the parties, oral or in writing, is superseded by this Lease.

16. EXCLUSIVITY

Landlord hereby acknowledges that Tenant is under no obligation to utilize Landlord's space under this lease on an exclusive basis.

17. GOVERNING LAW

This Lease shall be governed by and construed in accordance with the Laws of the State of New York. The County of Monroe in the State of New York is hereby designated as the place of trial for any action or proceeding arising from or connected with this agreement. The Federal District Court for the Western District of New York is designated as the place of trial for any action or proceeding arising from this Lease.

Landlord covenants that its services and all aspects of its business and execution of this Lease are in compliance with any and all federal, state, and local laws and professional ethics standards.

18. HEADINGS

The paragraph headings contained in this Lease have been prepared for convenience of reference only and shall not control, affect the meaning, or be taken as an interpretation of any provision of this Lease.

19. HEALTH AND SAFETY

The Landlord will establish and maintain appropriate standards of health and safety to ensure that students, staff, invitees, attendees, parents, and the community are adequately protected against hazards or activities that may affect their health or safety.

20. INDEMNIFICATION

Tenant agrees to indemnify, defend and hold harmless Landlord, its directors, officers, agents, servants and employees from and against any and all claims, actions or liabilities, damages, costs, judgments, loss, awards, penalties, attorneys' fees, court costs, expenses and disbursements of any nature whether civil or criminal, for any breach of this Lease, and all willful or negligent acts or omissions by Tenant's employees, students, and/or agents in connection with this Lease.

The Landlord agrees to indemnify, defend and hold harmless Tenant, its directors, officers, agents, servants and employees from and against any and all claims, actions or liabilities, damages, costs, awards, judgments, penalties, expenses, disbursements, attorneys' fees and court costs, of any nature whether civil or criminal, for any breach of this Lease and any and all willful or negligent acts or omissions by Landlord's employees, agents and/or subcontractors in connection with this Lease including an inappropriate disclosure of confidential student data in violation of FERPA.

21. INDEPENDENT CONTRACTOR

The relationship of the Landlord to Tenant shall be that of independent contractor, and not an employee or part of tenant. No employee and/or subcontractor of Landlord will hold himself or herself out as an employee of Tenant. Because of the independent contractor status, Tenant will not be responsible for the withholding of taxes, nor for the payment of FICA taxes, not for any insurance coverage, or other similar benefits, required by law to be provided to employees.

All personnel referred to Tenant pursuant to this Lease shall be considered Landlord's employees only. Landlord will assume sole and exclusive responsibility for payment of wages to its

personnel for services to Tenant; for withholding appropriate income taxes, paying federal social security taxes and unemployment insurance, and maintaining worker's compensation coverage; and for otherwise discharging its obligation as an employer.

The Landlord will not at any time hold themselves to be an employee of Tenant, instead they are acting as a representative of Tenant at the Tenant's request as an independent contractor.

22. INSURANCE

The Landlord shall be responsible for securing and providing personal, general, and property liability coverage (with a limit of not less than \$1 million per occurrence and \$2 million aggregate and provide a copy of general liability insurance to Tenant, upon request); and all compensation and benefits to its employees and/or subcontractors engaged under this Lease.

The Tenant shall be responsible for securing and providing personal, general, and property liability coverage (with a limit of not less than \$1 million per occurrence and \$3 million aggregate and provide a copy of general liability insurance to Landlord, upon request; and all compensation and benefits to its employees engaged under this Lease.

The Landlord must show proof, upon request, using documentation applicable to their type of organization, that they have Worker's Compensation insurance coverage for all their employees.

23. INTEGRATION

The Landlord has no vested interest in the Tenant in that they do not have an investment in the facility nor do they realize any profit or loss from the operation of the Tenant's business.

On site or remote work by Landlord will not destroy the independent contractor relationship between Landlord and Tenant.

Landlord's written status report or attendance at Tenant meetings will not destroy the independent contractor relationship between the Landlord and Tenant.

24. LOGO

Each party will use the other's name and/or logo in any descriptive or promotional materials of any kind without the other party's written approval.

25. NON-DISCRIMINATION

BOCES does not discriminate on the basis of age, sex, race, color, national origin, disability, creed, marital status, veteran status, sexual orientation, prior criminal offense, domestic violence victim status, or genetic status in its services, employment, programs or activities and provides equal access to the Boy Scouts of America and other designated youth groups. The following person has been designated to handle complaints/inquiries regarding the BOCES' non-discrimination policies: Assistant Superintendent for Human Resources, 3599 Big Ridge Road, Spencerport, New York 14559, 585-352-2420, and is also the Title VII and Title IX Officer. For further information on notice of non-discrimination, visit <http://www2.ed.gov/about/offices/list/ocr/addresses.html> for the address and phone number of the office that serves your area, or call 1-800-421-3481. Please note that those wishing to file a complaint may also do so through the Department of Education's Office for Civil Rights at <https://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>. See also New York State Executive Law 296.

Monroe 2-Orleans BOCES complies with the Americans with Disabilities Act (ADA) which provides access to all its services, programs, activities, and employment for those individuals with a disability. Monroe 2-Orleans BOCES will provide reasonable accommodations and/or appropriate modifications, aides and services as required by law to provide access to individuals with disabilities to its programs, services, employment, and activities. Any individual requesting an accommodation must notify the ADA Compliance Officer at least 72 hours prior to the event or program or activity. BOCES' non-discrimination policy 1440 and 6460 related to students can be found on the Community Tab. Disability Discrimination Complaint procedure is found in Regulation 2000 and 6461 located

on the Monroe 2-Orleans BOCES website under the Community Tab. The designated ADA Compliance Officer is the Assistant Superintendent for Human Resources, 3599 Big Ridge Road, Spencerport NY 14559, 349-2420.

26. NON-FUNDING

It is agreed that the BOCES may terminate this agreement and/or reduce the amount paid under this agreement, with a 30 calendar day written notice in the event that enrollment increases or declines, non-funding by school districts and/or other funding sources (grants), or similar occurrences which cause the continuation of the program to be ceased, paused, abbreviated, impractical, or requests for services change resulting in an increase or decrease of enrollment.

27. NOTICE/SERVICE OF PROCESS

Any notice required or permitted by this Lease shall be made by personal delivery (effective when delivered) or by certified mail, return receipt requested (effective two (2) business days after proper posting) to the addresses first set forth above. Notices and Service of Process sent to the Landlord shall be to the attention of Dr. David Basinger, CAO. Notices and Service of Process sent to Tenant shall be to the attention of its District Clerk.

28. PART Z CHEMICALS

Landlord will comply with Federal Law with regard to Part Z chemicals and maintain Safety Data Sheets (SDS) on file for any Tenant staff, student, volunteer, parent, invitees, or attendees exposed to Part Z chemicals.

29. PEACEFUL USE

The Tenant's use of facilities shall be limited to those areas as specified above. The Landlord further covenants that the said Tenant on paying the said yearly rent, and performing the covenants aforesaid shall and may peacefully and quietly have, hold and enjoy the said premises for the term

aforesaid, provided however, that this covenant shall not be conditioned upon the retention of title to the premises by the Landlord.

30. RENTAL

The Tenant shall pay as and for rent of said premises a total of eighteen thousand dollars (\$18,000.00) yearly for the Hastings Room and nine hundred dollars (\$900.00) yearly for use of the Voller Athletic Center. The rent is payable in two (2) installments, \$9,450.00 due by October 1 and \$9,450.00 due by March 1, upon invoice from Landlord and payable to the Landlord's School District Treasurer.

31. INVALID/SEVERABILITY

In the event any provisions of this Lease shall be held invalid, illegal or null and void and unenforceable, the remaining provisions will survive and remain in effect as in the original agreement and shall be valid and binding upon the parties.

32. SALE OF BUILDING

If the building is placed up for sale or the building is sold during the term of the lease, the Landlord agrees to require the new Landlord to assume all of the terms and conditions of this lease with Tenant for the duration of the lease.

33. SPACE

The Landlord agrees to lease to Tenant the following space: Hastings Rooms 200 – 1,008 square feet and the use of the Voller Athletic Center for physical education classes.

34. SUBCONTRACTING

Landlord may not engage subcontractors to perform the services under this Lease unless Tenant approves a written request for a subcontractor.

35. TERM

The term of the lease is for two (2) years from September 1, 2023 – August 31, 2025.

36. TERMINATION

It is agreed that the Tenant may terminate this lease with a thirty (30) calendar day written notice in the event that enrollment increases or declines, non-funding by component districts or similar occurrences cause continuation of the program to be impractical, or requests for services change resulting in an increase or decrease of enrollment.

This agreement may be terminated at any time with or without cause upon thirty (30) calendar day's written notice by either party to the other party without incurring any future penalty on account of such termination.

37. USAGE

The Tenant is free to use the space 365 days 24 hours per day.

38. USAGE CHANGES

It is further understood if requests for services change, either an increase or decrease, then the number of rooms leased/rented may be altered provided ten (10) work days written notification is provided to the Landlord. The rent will be changed to reflect the increase or decrease or square footage. In the event of a need for an increase in square footage it is understood that such increase is subject to the availability of space and with the mutual agreement of both parties concerning this additional space.

AND, IT IS MUTUALLY UNDERSTOOD AND AGREED, that the covenants and agreements contained in the within lease shall be binding upon the parties hereto and upon their respective successors, heirs, executors, and administrators. In addition, it is agreed that this lease is contingent upon the facilities being in compliance with the regulations and requirements specified in the Asbestos Hazard Emergency Response Act and New York State Asbestos Safety Act.

IN WITNESS WHEREOF, the parties hereto have caused this lease to be executed by their duly authorized officers and their respective seals to be hereunto affixed the day and year first above written.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES (Tenant)

BY _____
JO ANNE L. ANTONACCI
DISTRICT SUPERINTENDENT

_____ DATE

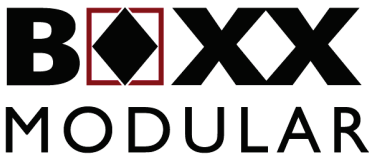
ROBERTS WESLEYAN UNIVERSITY (Landlord)

BY _____
DR. DAVID BASINGER
CHIEF ACEDMIC OFFICER

_____ DATE

10. New Business

6. Resolution to Approve 3-Year Lease with Boxx Modular, Inc.

LEASE AGREEMENT	LEASE AGREEMENT NUMBER	
	BXPA-169149	
	LEASE DATE	
	Mar 22, 2023	

BOXX Modular, Inc., herein referred to as "BOXX" or "Lessor".

This Lease Agreement ("Lease" or "Contract") includes the Cover Pages, the most recent BOXX proposal, the Terms and Conditions, and any BOXX attachments thereto.

LESSEE: Monroe 2-Orleans BOCES
3599 Big Ridge Road
Spencerport, New York, 14559

Pricing provided to be compliant with TIPS – The Interlocal Purchasing System – Contract # 21020201 – Portable Modular Buildings

LEASE AGREEMENT DETAILS

LEASE START DATE:

TBD

MINIMUM LEASE TERM:

36 Months (Herein referred to as the "Minimum Commitment")

ACCOUNT MANAGER:

John Hale

PHONE:

(215) 779-7723

EMAIL:

jhale@boxxmodular.com

PROJECT/SITE INFORMATION:

700 Colby Street

Spencerport, NY 14559

SITE CONTACT: Mark Laubacher

PHONE: 585-352-2754

EMAIL: mlaubach@monroe2boces.org

The information contained herein is furnished at your request for your personal use only and is to be held in the strictest confidence.

Monroe 2 Orleans BOCES

DESCRIPTION OF EQUIPMENT/ SERVICES	QTY	UNIT PRICE	MONTHLY PRICE	TOTAL
Scope of work per Proposal dated 03/23/23: Delivery, Installation, Footings, HC Ramp, Steps	1	\$163,170.00		\$163,170.00
Monthly Rental Rate	36	\$3,748.00	\$3,748.00	\$134,928.00
Total Monthly Lease Payments:			\$3,748.00	
			Total:	\$298,098.00

Total Amount: \$298,098.00

Sales Tax: Exempt

LEASE AGREEMENT TOTAL: \$298,098.00

TOTAL MONTHLY LEASE PAYMENTS: \$3,748.00

UNIT DETAILS

DESCRIPTION OF UNIT/COMPLEX	LONG SERIAL NO.	SHORT SERIAL NO.	REPLACEMENT VALUE
Two classrooms with two restrooms	TBD	DBI-10733 A&B	\$200,000.00

NOTES

ACCEPTANCE: Upon acceptance of this Lease Agreement by the Lessee, it shall become a binding contract subject to the attached general terms and conditions. Where Lessor is responsible for transportation and/or installation, the attached special terms and conditions for transportation and/or installation shall also apply.

Unless otherwise stated, prices exclude all sale taxes, property taxes, licenses, permits, and fees. Delivery and installation prices are based on the site being accessible, level and having adequate drainage. Lessee is responsible for obtaining any building permits and securing local installation and foundation approvals.

Return Transportation and Dismantle amounts are estimates only. Actual charges to be specified at the time of pick-up/dismantle. As applicable, Lessee is responsible for site restoration, including, but not limited to, removal of footings, foundations, decks, ramps, and utilities at the end of the Lease Term.

Payment Terms:

Deposit Due with Signed Lease	Payment Amount
First Month's Rent	\$3,748.00
Damage Deposit Equal to One Month's Rent	\$3,748.00
50% of the Delivery and Installation Charges (Plus Tax if applicable)	\$81,585.00
Balance of Payment for Delivery and Installation is due upon Commencement Date of Lease	\$81,585.00
Deposit Due with Signed Lease	\$89,081.00

<p>NOTICES FOR LESSOR: BOXX Modular, Inc. Address: 717 Constitution Drive, Suite 100, Exton PA 19341 Attention: BOXX Modular, Inc.</p>	<p>NOTICES FOR LESSEE: Monroe 2-Orleans BOCES Address: 3599 Big Ridge Road, Spencerport, New York 14559 Attention: Kelly Mutschler, Board Clerk</p>
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ACKNOWLEDGEMENT

Notwithstanding anything to the contrary in this Lease, and in addition to the rights under the force majeure clause in the Terms and Conditions, Lessor and any of its affiliates, shall not be in default of any of its obligations hereunder, and shall not have any liability or be responsible for any claims or damages whatsoever incurred by the Lessee, as a result of the non-performance or any delays in the performance of its service resulting from the unavailability of assets, resources, personnel, labor and support services caused by, directly or indirectly, the COVID-19 pandemic.

Notwithstanding anything to the contrary in this Lease, in the event that any amount is due to Lessor or any of its affiliates by the Lessee or any of the Lessee’s affiliates, Lessor shall have the right of set-off against the Lessee for that amount, whether such amount arises pursuant to this Lease, any other contracts between the Lessee and/or the Lessee’s affiliates and Lessor, Lessor’s affiliates or otherwise.

IN WITNESS WHEREOF, the parties hereto have executed this Lease Agreement by their duly authorized agents.

Monroe 2-Orleans BOCES (“Lessee”)

BOXX Modular, Inc.

Authorized Signature:

Authorized Signature:

Jo Anne L. Antonacci

Heinz-Josef Werner

Name: Jo Anne L. Antonacci

Name: Heinz-Josef (Jody) Werner

Title: District Superintendent

Title: Vice President, MSS US

Date: 03/31/2023

Date: 03/31/2023

Please sign and return this copy to your sales representative.

LEASE AGREEMENT – TERMS AND CONDITIONS

This Lease Agreement is by and between BOXX Modular, Inc., a corporation organized in the State of Delaware and having its principal place of business located at 3475 High River Road, Fort Worth, Texas 76155 (herein "Lessor") and Lessee. Lessor hereby demises, leases and lets to Lessee and Lessee hereby leases, leases and hires from Lessor, modular building(s) and/or equipment described in the Cover Page(s) ("Equipment") in accordance with the following terms and conditions of this Lease Agreement.

1. **Term.** This Lease shall become effective upon the execution by Lessee and Lessor. Pursuant to Section 3 hereunder, the term of this Lease ("Lease Term") shall commence on the sooner of the date the Equipment is accepted by Lessee or ninety (90) days after Lessee receives notice of the Equipment's availability for delivery. This Lease shall end on the last day of the Initial Lease Term as specified in the Cover Page(s). In the event of any extension or renewal of this Lease, all terms and conditions of this Lease remain unchanged unless mutually agreed to in writing by both Parties.
2. **Lease.** Lessee agrees to pay to Lessor or its assignee the Lease Payments, One Time Charges equal to the amounts specified in the Cover Page(s), and a personal property fee of eight percent (8%) of the monthly Lease Payments. Lease Payments, One Time Charges, and the personal property fee will be due in accordance with the terms specified in the Cover Page(s) and shall continue until all payments are made in accordance with the Lease. If the Lease Term begins on the second day through the last day of any month, the Lease Payments shall be prorated for that portion of the month and shall be paid at the time specified in the Cover Page(s). Any payment(s) received later than ten (10) days from the due date will be subject to a late charge equal to three percent (3%) of the amount due per month until paid by Lessee. The Lease Payments will be payable without notice or demand at the office of Lessor or such other place as Lessor or its assignee may from time to time designate in writing. The Lease Payments and One Time Charges specified in the Cover Page(s) do not include any amounts for changes in taxes, tariffs, or other similar charges that are enacted after the date of this Lease. Lessor shall be entitled to an equitable adjustment in time and money for any costs that it incurs directly or indirectly that arise out of or relate to changes in taxes, tariffs, or similar charges due to such changes including, without limitation, escalation, delay damages, costs to procure, costs to change suppliers, costs of manufactured equipment or goods, or other costs of any kind resulting from the changes. In the event of such changes, Lessee shall execute a change order in an amount commensurate with any actual, direct, and documented increase in material costs incurred as a direct result of such changes. Lessor's fee shall not be increased as a result of such cost increases. All payments will be absolute and unconditional in all events and will not be subject to any offset, defense, counterclaim, or recoupment by the Lessee for any reason whatsoever.
3. **Delivery, Acceptance and Removal.**
 - a. Lessee, at its own expense, unless otherwise agreed herein, will cause the Equipment to be delivered to Lessee at the location specified in the Cover Page(s). The Lease Term will commence at the sooner of: i) the Lessee receives and accepts the Equipment as soon as it has been delivered, installed and operational or upon occupancy if applicable, whichever is the earlier. Lessee will evidence the commencement by executing and delivering to Lessor a Delivery, Acceptance, Indemnification, and Services Certificate in the form provided by Lessor and attached herein as Exhibit A; or, ii) ninety (90) days after Lessor has notified the Lessee in writing that the Equipment is ready to be delivered to the Project Site as provided in Exhibit A and delivery is delayed through no material fault of Lessor.
 - b. Unless purchased by Lessee, Lessor will remove the Equipment from the Project Site at the end of the Lease Term or any Lease Term Extension or in the Event of Default by Lessee, and Lessee agrees to pay Lessor for these services the amount specified in the Cover Page(s) as "Dismantle and Return Freight". Lessee will be responsible for the restoration, if any, of the site.
4. **Damage Deposit.** Lessee shall pay the amount specified in the Cover Page(s) as ("Damage Deposit") to be held by Lessor without liability to Lessee for interest, as security for Lessee's performance of the terms and conditions of this Lease, and in furtherance thereof, Lessee hereby grants to Lessor a security interest in the cash from time to time comprising the Damage Deposit and all proceeds thereof. In the event of Lessee's default, Lessor may apply the Damage Deposit as payment of Lessee's Lease Payment(s), or of Lessor's cost, expenses and attorney fees in enforcing the terms of this Lease and to indemnify Lessor against any damages sustained by Lessor, provided, however, nothing herein contained shall be construed to mean that the recovery of damages by Lessor shall be limited to the amount of the Damage Deposit. In the event all or any portion of the Damage Deposit is applied as aforesaid, upon demand Lessee shall deposit additional amounts with Lessor so that the Damage Deposit shall always be maintained at its original amount. Provided Lessee is not in default hereunder, upon the termination of this Lease, any unexpended balance of the Damage Deposit shall be returned to Lessee.
5. **Warranties.** Lessor hereby assigns to Lessee during the Lease Term, so long as no Event of Default has occurred hereunder and is continuing, all benefits of the Manufacturer's Warranties, if any, expressed or implied with respect to the Equipment. Except as otherwise provided herein, Lessor grants Lessee its Standard Limited Warranty restricted to the Equipment and Services supplied by Lessor under this Lease. A copy of the Standard Limited Warranty is attached herein as Exhibit C.
6. **Title to Equipment; Security Interest.** During the term of this Lease, title to the Equipment and any and all additions, repairs, replacements or modifications thereof, will rest with Lessor, subject to the rights of Lessee under this Lease. In the Event of Default as set forth in Section 16, Lessee will peaceably surrender possession of the Equipment to Lessor. Lessor shall have and retain a security interest under the Uniform Commercial Code in the Equipment, the proceeds thereof and any and all repairs, replacements, substitutions and modifications thereto, in order to secure Lessee's payments and the performance of all other obligations of Lessee under this Lease. If requested by Lessor, Lessee agrees to execute such additional documents including financing statements, affidavits, notices and similar instruments, in form satisfactory to Lessor that Lessor deems necessary or appropriate to protect its interest in the Equipment and in this Lease.

If the Lessee, mortgagee or a purchaser of the Lessee's property or any creditor of the Lessee refuses to admit Lessor's title to the Equipment, refuses to permit Lessor to retake possession of the Equipment or if the Equipment is lost, stolen, damaged or destroyed: (a) the Lessee shall forthwith upon demand pay to Lessor the then-current full replacement value of the Equipment, which shall be a debt owed by the Lessee to Lessor until paid in full; and (b) this Lease may be terminated immediately by Lessor.
7. **Maintenance and Repairs.** Lessee shall be responsible for the routine cleaning and maintenance of the Equipment and will pay all costs, claims, damages, fees and charges arising out of its possession, occupancy, use or maintenance, whether by its owners, employees, vendors or invitees. Lessee, at its expense will keep the Equipment in good working order and repair and furnish all parts, mechanisms and devices required, therefore. LESSOR SHALL NOT BE OBLIGATED OR LIABLE FOR ACTUAL, INCIDENTAL, CONSEQUENTIAL, OR OTHER DAMAGES OF, OR TO LESSEE, LESSEE'S EQUIPMENT, PERSONAL PROPERTY OR ANY OTHER PERSON OR ENTITY ARISING OUT OF, OR IN CONNECTION WITH, THE USE OR PERFORMANCE OF THE EQUIPMENT AND THE MAINTENANCE THEREOF. A copy of Lessee's Maintenance Responsibilities is attached herein as Exhibit B.
8. **Alterations.** Lessee will not make any alterations, additions or improvements to the Equipment without Lessor's prior written consent unless such alterations, additions or improvements may be readily removed without damage to the Equipment.
9. **Location and Inspection.** The Equipment will not be relocated from its initial location without Lessor's prior written consent which will not be unreasonably withheld. Lessor will be entitled to enter the Project Site during normal business hours to inspect the Equipment or observe its use and operation. Barring an emergency, Lessor shall give the Lessee forty-eight (48) hours advance notice and shall not enter the Equipment unless in the presence of an employee or agent of the Lessee.
10. **Liens, Taxes, and Utilities.** Lessee shall keep the Equipment free and clear of all levies, liens and encumbrances except those created under this Lease. In addition to the Lease Payments and One Time Charges, and other sums owed Lessor under this Lease, Lessee shall be solely responsible for the payment of all federal, state, municipal, county, and/or city sales, use, personal property, and all other taxes, including, but not limited to, those taxes levied against (i) the price or value of the Equipment, (ii) its use or operation, (iii) the ownership of the Equipment, (iv) the Lease Payments being paid or, (v) other amounts which result from or arise out of

the parties having entered into the Lease. (Lessor is responsible for its own "Income Taxes" and "Wage Taxes"). Lessee shall be solely responsible to pay all charges and expenses associated with the installation, connection and use of utilities and the eventual disconnection of same. If Lessee fails to pay said charges and taxes when due, Lessor shall have the right, but shall not be obligated, to pay said charges and taxes. If Lessor pays any charges or taxes, Lessee shall reimburse Lessor thereof.

(Equipment), shall be paid to and be the sole property of Lessor and/or Lessor's secured lender; and

11. Risk of Loss; Damage; Destruction. Lessee assumes all risk of loss of or damage to the Equipment from any cause whatsoever, and no such loss of or damage to the Equipment nor defect therein nor unfitness or obsolescence thereof shall relieve Lessee of the obligation to make payments or to perform any other obligation under this Lease. In the event of damage to any item of Equipment, Lessee will, immediately place the same in good repair with the proceeds of any insurance recovery applied to cost of such repair. If Lessor determines that the Equipment is lost, stolen, destroyed or damaged beyond repair, Lessee, at the option of Lessor, will either (a) replace the same with like equipment in good repair, or (b) on the next Lease Payment date, pay Lessor: (i) all amounts then owed by Lessee to Lessor under this Lease, including the Lease Payment due on such date, and (ii) an amount equal to the applicable replacement cost. In the event that Lessee is obligated to make payment with respect to less than all of the Equipment, Lessor will provide Lessee with the pro rata amount of the Lease Payment and the replacement cost amount to be paid by Lessee with respect to the Equipment which has suffered the event of loss and the Lease shall remain in full force and effect for all remaining Equipment.

15.2 Commercial General Liability Policy against claims for bodily injury, death or property damage occurring in, on, or about the modular buildings (Equipment), in the amounts of not less than One Million Dollars (\$1,000,000.00) for bodily injury to, or death of, one person, and One Million Dollars (\$1,000,000.00) for property damage in a single occurrence, with a general aggregate of Two Million Dollars (\$2,000,000.00) or, if different, such other amounts as set forth on Schedule A. Lessee shall provide to Lessor Certificate(s) of Insurance evidencing the required types and limits of coverage as required. Such certificate(s) shall name Lessee as an Insured, Lessor as a Certificate Holder, Loss Payee, and Additional Insured on a primary and non-contributory basis (CG 20 01) respective of the type of loss, and shall expressly waive any and all right of contribution and subrogation against Lessor and Lessor's insurer.

Notice: Lessee is the sole insurer of the Equipment. Certificate(s) of Insurance to be provided by Lessee shall contain a provision that Lessor and Lessor's secured lender, if requested, shall receive the maximum written notice available by the insurance carrier, under the circumstances, prior to any termination, cancellation, or alteration of the policy, but in no event shall such notice be less than thirty (30) days prior to any termination, cancellation or alteration of the terms of such certificate of insurance. Lessee shall provide Lessor, and Lessor's secured lender if requested, with a copy of each Certificate required by this Lease.

12. Force Majeure. Lessor shall not be responsible for delays caused by events which are beyond Lessor's control including, but not limited to, Acts of God, strikes, material shortages, manufacturer delays, weather, epidemics, pandemics, COVID-19, and acts of terrorism certified by government. In the event of delays that are not caused by or the fault of Lessor, an extension of time for completion shall be awarded to Lessor which, in the sole opinion of Lessor, equitably compensates Lessor for such delays.

16. Assignment. Without Lessor's prior written consent, Lessee will not either (i) assign, transfer, pledge, hypothecate, grant any security interest in or otherwise dispose of this Lease or the Equipment or any interest in this Lease or the Equipment or (ii) sublet the Equipment. Lessor may assign its rights, title and interest in and to this Lease, the Equipment and any documents executed with respect to this Lease and/or grant or assign a security interest in this Lease and the Equipment, in whole or in part. Any such assignees shall have all of the rights of Lessor under this Lease. Subject to the foregoing, this Lease inures to the benefit of and is binding upon the heirs, executors, administrators, successors, and assigns of the parties hereto. Lessee covenants and agrees not to assert against the assignee any claims or defenses by way of abatement, setoff, counterclaim, recoupment, or the like which Lessee may have against Lessor. Upon assignment of Lessor's interests herein Lessor will cause written notice of assignment to be sent to Lessee which will be sufficient if it discloses the name of the assignee and address to which further payments hereunder should be made.

13. Personal Property. The Equipment is and will remain personal property and will not be deemed to be affixed or attached to real estate of any building thereon. If requested by Lessor, Lessee will, at Lessee's expense, furnish a waiver of any interest in the Equipment from any party having an interest in any such real estate or building.

17. Event of Default. The term "Event of Default," as used herein, means the occurrence of any one or more of the following events: (i) Lessee fails to make any payment (or any other payment) as it becomes due in accordance with the terms of the Lease, and any such failure continues for ten (10) days after the due date thereof; (ii) Lessee fails to perform or observe any other covenant, condition, or agreement to be performed or observed by it hereunder and such failure is not cured within twenty (20) days after written notice thereof by Lessor; (iii) the discovery by Lessor that any statement, representation, or warranty made by Lessee in this Lease or in writing ever delivered by Lessee pursuant hereto or in connection herewith is false, misleading, or erroneous in any material respect; (iv) proceedings under any bankruptcy, insolvency, reorganization or similar legislation shall be instituted against or by Lessee, or a receiver or similar officer shall be appointed for Lessee or any of its property, and such proceedings or appointments shall not be vacated, or fully stayed, within twenty (20) days after the institution or occurrence thereof; (v) an attachment, levy or execution is threatened or levied upon or against the Equipment; (vi) upon the death or insolvency of any guarantor hereof or any other default under a guaranty agreement of this Lease between the guarantor and Lessor.

14. Lessee Insurance. During the Lease Term, at Lessee's sole expense, Lessee shall obtain, provide, and maintain insurance coverage for all loss or damage to (i) the real property the Equipment is on, (ii) all personal property, (iii) all Lessee's property, (iv) all Lessor's property and Equipment, and (v) for all injury to persons, including death, in amounts agreeable to Lessor. Such Insurance shall name BOXX Modular, Inc. (located at 717 Constitution Drive, Suite 100, Exton, PA 19341 or 3475 High River Road, Fort Worth, Texas 76155) as the Certificate Holder, and as "Additional Insured" and "Loss Payee", in respect to all Lessor's modular units on the premises. A copy of such policy or certificate evidencing the existence and amounts thereof, including any endorsements, shall be delivered to Lessor within ten (10) days of executing the Lease, but in no event later than two (2) business days prior to delivery of the Equipment. Lessor reserves the right to postpone delivery of the Equipment until such policy or certificate is received by Lessor. Should such Insurance expire, be terminated, or be canceled during the Lease Term, then Lessee shall instantly provide Lessor with written notice of such expiration, termination, or cancellation, and shall immediately renew or replace such Insurance. Failure of Lessee to supply Lessor with such insurance certificates shall be considered a default. Except as provided otherwise in this Lease, Lessee's Insurance coverage shall commence upon the date of delivery of the Equipment, and continue throughout the term of this Lease, until Lessor removes the Equipment from Lessee's site. Nothing stated herein shall be construed to limit Lessee's obligations, covenants, or liability under the Lease.

15. Insurance Coverage and Amounts.

18. Remedies. Upon the occurrence of an Event of Default, and as long as such Event of Default is continuing, Lessor may, at its option, exercise any one or more of the following remedies: (i) by written notice to Lessee, declare all unpaid payments and other charges immediately due and payable and to recover the balance of the payments and other charges reserved hereunder, with Lessor retaining title to the Equipment; (ii) by written notice to the Lessee, request Lessee to (and Lessee agrees that it will), at Lessee's expense, promptly return the Equipment to Lessor, or Lessor, at its option, may enter upon the premises where the Equipment is located and take immediate possession of and remove the same; (iii) sell or lease the Equipment or sublease it for the account of the Lessee, holding Lessee liable for the balance of Lease Payments and other charges reserved hereunder for the balance of the Lease Term, or residual value of the Equipment exceeds the net amount received by Lessor from such sale or lease; and (iv) exercise any other right, remedy or privilege which may

15.1 Lessee shall provide the following types and amounts of insurance, which shall be primary to any insurance coverage carried by Lessor. All policies shall be written on a "per occurrence basis". Special form "All Risk" property insurance for each modular building (Equipment) or, if different, such other form of insurance stipulated in the Cover Page(s). The insurance shall be in an amount not less than Fifty Thousand Dollars (\$50,000.00), per each modular building unit or, if different, such other sum as set forth in the Cover Page(s). The insurance shall name Lessor, and any secured lender of Lessor, as Loss Payees. Coverage shall include theft and 100% replacement cost in like kind and quality, and shall extend to demolition and debris removal as may be required. All proceeds recovered under such insurance, due to the destruction or damage to the modular buildings

be available to it under applicable laws of the state of the Equipment location or any other applicable law or proceed by appropriate court action to enforce the terms of the Lease or to recover damages for the breach of this Lease or to rescind this Lease as to any or all of the Equipment. In addition, Lessee will remain liable for all covenants and indemnities under this Lease and for all legal fees and other costs and expenses, including court costs, incurred by Lessor with respect to the enforcement of any of the remedies listed above or any other remedy available to Lessor.

19. Confessed Judgment. Additionally, upon the occurrence of an Event of Default, Lessee hereby authorizes any attorney designated by Lessor or any clerk of any court of record to appear for Lessor in any court of record and confess judgment without prior hearing against Lessee in favor of Lessor for, and in the amount of, the unpaid balance of all amounts due, all interest accrued and unpaid thereon, all other amounts payable by Lessee to Lessor under the terms of this Lease or any other agreement, documents, instrument evidencing, securing or guarantying the obligations evidenced by this Lease, costs of suit, and attorney's fees.

20. Indemnity. Lessee, for itself, its successors, assigns and legal representatives, does hereby, now and for the future, agree to indemnify, defend, save and hold harmless Lessor, Lessor's successors, assigns and legal representatives from and against any and all liability, damages and costs of any kind, nature or extent, including attorney's fees from all manner of action, actions, cause or causes of action, claims, proceedings, suits, debts, sums of money, claims, accounts, bonds, bills, specialties, controversies, judgments, assessments, penalties, for or on account of personal injuries, death or property damage, and all demands whatsoever, at law or in equity, arising directly or indirectly out of, or in connection with, Lessee's or any of Lessee's employees, agents, or servants, and including all third parties' use, occupancy or presence in, on or about the Equipment leased hereunder.

In the event Lessee shall receive notice of any claim, suit or action for personal injury, death or property damage, Lessee shall provide prompt written notification thereof to Lessor. In the event of commencement of any suit, action or proceeding, Lessee shall immediately assume the defense of Lessor at its sole cost and expense and shall wholly indemnify Lessor as provided herein.

21. Notices. All notices to be given under this Lease shall be made in writing and mailed by certified mail, return receipt requested, or email, to the other party at its address set forth herein or at such address as the party may provide in writing from time to time. The parties intend and agree that a carbon copy, photocopy, electronic scan or facsimile of this document or of any Schedules, related agreements hereunder with their signature thereon shall be treated as an original and shall be binding as an original-signature document for all purposes.

22. Permits and Fees. Unless stated otherwise herein, Lessee shall be responsible, at Lessee's sole expense, to obtain all permits that are associated with and/or required as a result of the parties entering the Lease. Such permits include, but are not limited to, (i) Zoning, (ii) Building, (iii) Utility, (iv) Business, (v) Use, (vi) Occupancy, and (vii) Construction permits.

23. Code Requirements. Lessor shall only be responsible for those federal and state code and/or regulations requirements specifically delineated in the Lease. All costs, including overhead and profit, incurred by Lessor in having to conform to any code and/or regulation or ordinance requirements, other than those specifically stated in this Lease, shall be the sole responsibility of the Lessee. All additional cost(s) shall be added to the Lease price as a Change Order.

24. Section Headings. All section headings contained herein are for the convenience of reference only and are not intended to define or limit the scope of any provision of this Lease.

25. Governing Law. This Lease shall be construed in accordance with, and governed by the laws of, the Commonwealth of Pennsylvania. All disputes arising in connection with this Lease, including any question regarding its

existence or validity, shall be resolved by a State or Federal Court of Lessor's choosing.

26. Delivery of Related Documents. Lessee will execute or provide, as requested by Lessor, such other documents and information as are reasonably necessary with respect to the transaction contemplated by this Lease provided there is no cost to the Lessee, the documents comport with Law as approved by Lessee's legal counsel, and the documents do not change the substance of the original transaction.

27. Entire Contract; Waiver. This Lease and other attachments hereto, and other documents or instruments executed by Lessee and Lessor in connection herewith, constitute the entire agreement between the parties with respect to the lease of the Equipment, and this Lease shall not be modified, amended, altered or changed except with the written consent of Lessee and Lessor. Any provision of this Lease found to be prohibited by law shall be ineffective to the extent of such prohibition without invalidating the remainder of the Lease. The waiver by Lessor of any breach by Lessee of any term, covenant or condition hereof shall not operate as a waiver of any subsequent breach thereof. If there is a conflict between the terms, conditions or provisions of this Contract and the terms, conditions or provisions of any other document or instrument then the terms, conditions or provisions of this Lease shall prevail.

28. Use of Equipment. The Lessee may possess, occupy and use the Equipment for any lawful purpose consistent with the intended use of the Equipment provided under this Contract and shall comply with all applicable laws and ordinances and pay all claims, damages, fees and charges arising out of its possession, occupancy, use or maintenance. Lessee further agrees to be the sole operator and end user of the Equipment described under this Lease. Lessee acknowledges and agrees that the Equipment is of a size, design and capacity selected by Lessee.

29. Filings. The Lessee authorizes Lessor to make Lessor's security interest a matter of public record by filings of any documents Lessor deems necessary for that purpose and Lessor shall be responsible for any costs associated therewith. The Lessee agrees to sign or execute such documents to evidence its consent to such filings as long as there is no cost to Lessee other than those costs included in this Contract and the documents are approved by Lessee's attorney.

30. Financial Statements. If requested by Lessor, Lessee agrees to provide Lessor with a copy of its financial statements, including, but not limited to, the current period within ten (10) days of Lessor making said request.

31. Contract Renewal. The Parties, at the end of the Lease Term, may mutually agree in writing to a "Lease Term Extension". If Lessee wishes to extend the Lease Term, Lessee must notify Lessor, in writing, sixty (60) days prior to the date the then current Lease Term ends. If Lessor agrees to grant such extension, Lessor shall give Lessee, in writing, any new Lease rate and/or other conditions that will become effective under the extended Lease Term when executed by both Parties. The Initial Lease Term, and any Lease Term extension periods, shall be considered the ("Lease Term"). Lessor reserves the right to refuse an extension of the Lease Term. Provided Lessee is not then in default and the Lessee remains in possession of the Equipment after the Lease Term, then this Contract shall automatically renew for an additional twelve (12) month period, and annually thereafter, on the same terms and conditions as set forth herein with the exception of the Lease Payments which shall increase by a minimum of ten percent (10%) or as otherwise quoted to the Lessee in writing by Lessor at or prior to the end of the Lease Term, or each additional renewed term, as applicable.

32. Right of Setoff. Notwithstanding anything to the contrary in this Lease, in the event that any amount is due to Lessor or any of its affiliates by the Lessee or any of the Lessee's affiliates, Lessor shall have the right of set-off against the Lessee for that amount, whether such amount arises pursuant to this Lease, any other contracts between the Lessee and/or the Lessee's affiliates and Lessor, Lessor's affiliates or otherwise.

EXHIBIT A

DELIVERY, ACCEPTANCE, INDEMNIFICATION AND SERVICES CERTIFICATE

Reference is made to the Lease Agreement # BXPA-169149 dated March 22, 2023 between the undersigned and BOXX Modular, Inc. ("Lessor") calling for 36 monthly payments in the amount of \$ 3,748.00 each plus any and all taxes. We are pleased to confirm to you as follows:

1. As of the date of this Certificate all of the Equipment described in the Lease referenced above has been delivered to and received by the undersigned: that all Services or other work necessary prior to the use thereto has been completed; that said Equipment has been examined and/or tested and is in good operating order and condition and is in all respects satisfactory to the undersigned and as represented, and that said Equipment has been accepted by the undersigned and complies with all terms of the above referenced Lease, or

2. Pursuant to Section 3.a of this Lease, Lessor notified the Lessee in writing on _____, 20__ that the Equipment is ready to be delivered to the Project Site as provided in the Cover Page(s) to the Lease and delivery has been delayed by more than ninety (90) days through no material fault of Lessor. Should the delay extend beyond ninety (90) days from the date Lessor notified the Lessee then this Lease shall commence with or without Lessee's execution of this Certificate and all terms of the Lease shall remain in full force and effect.

This certificate shall not be considered to alter or amend the terms of the aforesaid Lease.

Dated this _____ day of _____, _____.

Lessee: Monroe 2-Orleans BOCES

Signed:

Printed Name:

Title:

Witnessed:

Witness Printed Name:

EXHIBIT B

LESSEE MAINTENANCE RESPONSIBILITY

As a condition precedent to Lessor granting a Limited Warranty of a modular building (the "Equipment") leased by Lessor, certain routine maintenance of the Equipment is required to be performed by the Lessee. Such "Routine Maintenance" is at the sole expense of the Lessee and includes, but is not limited to, regular janitorial services as needed and the following duties:

1. Change filters on HVAC units every two (2) months, or more frequently if the Equipment is located in a particularly dirty environment. Maintain a log of when the filter changes occur. Clean HVAC coils and inspect units annually. Generators are not to be used, as this can void the warranty on the HVAC units.
2. Ensure all return air registers are open and air passage is not blocked.
3. Clean air ducts every two years or more frequently if located in a dusty environment. Maintain a log of when ducts are cleaned.
4. Report leaks of all types, plumbing or rainwater, immediately to your local branch of BOXX Modular, Inc. or via e-mail to service@boxxmodular.com. If a leak occurs,
 - a. Remove water spillage immediately. Turn off all power if any affected areas contain electrical wiring or lights.
 - b. Immediately dry any wet carpet or tile and other wet surfaces by appropriate methods.
 - c. Depending on the severity of the leak, dehumidifiers may be required to ensure dryness and prevent the growth of mold.
5. Under OSHA guidelines inspect roof(s) periodically and implement the following procedures:
 - a. Clean roof of all debris, especially sharp items such as nails, screws, stones, and tree branches.
 - b. Clean debris from, and unclog as necessary, all scuppers, gutters and downspouts.
 - c. Inspect roofing for visible tears or cracks or loose roofing material.
 - d. Inspect roof penetration flashings and roof termination caulking for cracks.
 - e. Remove snow if any to prevent leaks.
 - f. If any tears, leaks or cracks are found, contact Lessor immediately for instructions and to arrange for repairs.
6. Maintain adequate storm water drainage away from the Equipment and ensure that no water is allowed to pond beneath buildings.
7. Maintain floor coverings in good, safe, serviceable condition:
 - a. Dry or damp mop vinyl covered floors. Do not wet mop vinyl covered surfaces.
 - b. Strip, seal and wax vinyl tile floor covering at least once a year.
 - c. Trim carpet snags/ravels to prevent further carpet damage or creating a tripping hazard
 - d. Do not use tape on carpet to seal rips or frayed/loose seams.
8. Perform additional routine maintenance as required by use or environment:
 - a. Do not staple, tack, tape items to walls or punch holes into walls.
 - b. Replace batteries in smoke detectors/emergency exit lights at least once a year or more frequently if required to maintain them in safe condition. Test all smoke detectors per local code or manufacturer's requirements.
 - c. Replace fluorescent lamps, incandescent bulbs or other lighting as needed.
 - d. Check rain diverters caulking over doors and windows. Re-caulk as needed. If rain diverters do not keep blowing rain from penetrating doors, canopies over doors may be required.
 - e. Caulk siding materials and window frames as needed to prevent water penetration.
 - f. Maintain air conditioning temperature between 70-76 degrees in hot weather during evenings, weekends and holidays to maintain reasonable temperature and humidity in the Equipment and lubricate the equipment. Use programmable T-stats with lock boxes when possible.
 - g. Ensure skirting vents are not blocked at all times.
 - h. Do not remove inspection/data labels from walls, doors, windows and electrical panels.
 - i. Ensure and maintain all necessary pest and animal controls.

FIRE HAZARD WARNING

- i. Maintain a 3' clearance around electrical panels
- ii. Do not overload the electrical outlets
- iii. Do not place objects on top or in front of electric heaters
- iv. Do not block any vent
- v. Clothing and flammable materials should not be stored in closets with electrical panels
- vi. Furnace and water tank closets should not be used for storage

FOR SERVICE, OR IF YOU HAVE A QUESTION, PLEASE CONTACT YOUR LOCAL BOXX BRANCH OFFICE.

EXHIBIT C

STANDARD LIMITED WARRANTY

BOXX Modular, Inc. ("BOXX") grants this restricted Standard Limited Warranty to the Customer. The warranty granted herein is limited to the Equipment and Services provided by BOXX, under the above referenced Contract.

MANUFACTURER'S STANDARD LIMITED WARRANTY: In the case of a Purchase Contract, BOXX will assign all interest held by BOXX, in such Manufacturer's Limited Warranty. In the case of a Lease Agreement, BOXX retains the ownership of the Manufacturer's Warranty, but will provide the benefits of such warranty to the Customer, for whatever warranty period provided under such warranty.

BOXX STANDARD LIMITED WARRANTY: Except as otherwise provided herein, BOXX warrants, under normal use and service, the Equipment and Services BOXX provides, under the above mentioned Contract. BOXX warrants that all Equipment and Services provided by BOXX will be free from defects in material and workmanship for a period of one (1) year from the date of Acceptance or Occupancy of the Equipment, whichever occurs first (Refer to BOXX Scope of Work and Purchase Contract or Lease Agreement). ALL WARRANTY WORK PERFORMED BY A THIRD PARTY, WITHOUT THE PRIOR WRITTEN APPROVAL OF BOXX, MAY VOID THIS WARRANTY.

CLAIMS: A valid warranty claim must be submitted to BOXX, within the time allow for such claim under the Contract, and during the warranty period. Redress for a valid warranty claim will be provided within a reasonable time. This warranty is limited to non-union at non-prevailing wages. Warranty service will be performed during daily routine business hours. BOXX will not pay warranty repairs, parts, or replacements, which are made or supplied prior to having received an express written authorization from BOXX.

EXCLUSIVE REMEDIES: The sole and exclusive remedies, under this warranty, are those specifically provided in this Standard Limited Warranty. BOXX's obligation shall be limited solely to replacing and/or repairing defective parts or materials. BOXX neither assumes nor authorizes any person or entity to assume for BOXX any other liability or obligation in connection with this warranty.

EXCLUSIONS FROM COVERAGE: Expressly excluded from this warranty are the following:

- a) Any damage, loss, defect, repair, adjustment or replacement caused by, resulting from or in any way related to any misuse or neglect of the Equipment or Services, including improper service to, and connection of, electric service and other utilities.
- b) Any damage, loss, defect, repair, adjustment or replacement caused by, resulting from or in any way related to any surge, spike or other significant change to the recommended electrical service requirements, excessive water supply pressure, accident, collision, fire, earthquake, flood, or Act of God involving or affecting the Equipment or Services.
- c) Any damage, loss, defect, repair, adjustment or replacement caused by, resulting from or in any way related to any loading of the Equipment beyond any limits specified in applicable codes.
- d) Any damage, loss, defect, repair, adjustment or replacement caused by, resulting from or any way related to any repairs, additions, modifications or alterations to the Equipment or the Services, or any components made without the prior express written authorization of BOXX.
- e) Any portion of the Equipment or any materials, components or other aspects of the Equipment that the manufacturer specified as being unwarrantable.
- f) Any items or services that are a part of the routine maintenance of the Equipment including, but not limited to, minor adjustments to doors, cabinets, moldings and similar components once the Equipment has been accepted, re-caulking of windows after acceptance of the Equipment, starting of electrical, oil, gas and plumbing appliances or components, and servicing appliances in accordance with instructions provided by the suppliers.
- g) Any damage, loss, defect, repair, adjustment or replacement caused by, resulting from or in any way related to any failure to perform routine maintenance to the Equipment or Services, including the items specified in the preceding subparagraph (f).
- h) (Manufacturer's Warranty only) The axles, frames, brakes, tires, windows, air conditioners, hot water heaters, furnaces, plumbing fixtures, furniture and furnishings of the Equipment. Any and all warranties with respect to such items as may be available from suppliers thereof are hereby assigned by BOXX. If any component specified in this subparagraph proves to be defective and cannot be ordered and replaced by the supplier. BOXX shall assist in obtaining a replacement of the defective component from the supplier, however, BOXX is not responsible for the costs of the replacement (if any), all shipping costs (if any), and the return of the defective component to the supplier thereof. BOXX shall have no liability for labor or service costs associated with any claim pertaining to any component listed in this subparagraph.
- i) Any damage, loss, defect, repair, adjustment or replacement, while the Equipment is outside the continental United States of America or Canada.

DISCLAIMER OF OTHER WARRANTIES: EXCEPT AS EXPRESSLY PROVIDED IN THIS STANDARD LIMITED WARRANTY, BOXX EXPRESSLY DISCLAIMS ANY AND ALL EXPRESS AND IMPLIED WARRANTIES OF EACH AND EVERY NATURE AND DESCRIPTION, AND EXPRESSLY STATES THERE ARE NO OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY IMPLIED WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. UNDER NO CIRCUMSTANCES WILL BOXX BE LIABLE FOR INCIDENTAL OR CONSEQUENTIAL DAMAGES.

NOTICE OF WARRANTY CLAIMS: All claims made, under this Standard Limited Warranty, must be submitted in writing within the time allowed under the above mentioned Contract and Warranty Period. Forward all claims to: BOXX Modular, Inc., Attn: Warranty Department 3475 High River Rd., Ft. Worth, TX 76155. (1-877-438-8627)

ASSIGNABILITY: This Standard Limited Warranty is not assignable, without the prior written approval of BOXX Modular, Inc.

10. New Business

7. Resolution to Approve CTE Equipment Reserve Fund Contribution of \$65,000



*Monroe 2--Orleans
Board of Cooperative Educational Services*

Jo Anne L. Antonacci, District Superintendent

Tel: (585) 352-2410
Fax: (585) 352-2442

**Finance
Office**

Steve Roland
*Assistant Superintendent
for Finance and Operations*

Tel: (585) 352-2412
Fax: (585) 352-2756
sroland@monroe2boces.org

**Career and Technical Education (CTE) Equipment Reserve Fund -
Contribution**

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 – Orleans BOCES Board authorizes a contribution to the previously established Career and Technical Education (CTE) Equipment Reserve Fund in the amount of \$65,000 from 2022/23 school year expenditures.

10. New Business

8. Resolution to Approve Expenditures from Retirement Contribution Reserve Fund of \$442,904



*Monroe 2–Orleans
Board of Cooperative Educational Services*

Jo Anne L. Antonacci, District Superintendent

**Finance
Office**

Steve Roland

*Assistant Superintendent
for Finance and Operations*

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Email:

sroland@monroe2boces.org

Retirement Contribution Reserve Fund - Expenditures

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 - Orleans BOCES Board authorizes expenditures from the previously established Retirement Contribution Reserve Fund in the amount of \$442,904 for the 2022/23 school year.

10. New Business

9. Resolution to Approve Teachers' Retirement Contribution Reserve Sub-Fund Contribution of \$323,325



*Monroe 2–Orleans
Board of Cooperative Educational Services*

Jo Anne L. Antonaccl, District Superintendent

**Finance
Office**

Steve Roland

*Assistant Superintendent
for Finance and Operations*

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Email:

sroland@monroe2boces.org

Teachers' Retirement Contribution Reserve Sub-Fund – Contribution

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 – Orleans BOCES Board authorizes a contribution to the previously established Teachers' Retirement Contribution Reserve Sub-Fund in the amount of \$323,325.00 from 2022/23 school year expenditures.

10. New Business

10. Resolution to Approve Insurance Reserve Fund Contribution of \$300,000



*Monroe 2–Orleans
Board of Cooperative Educational Services*

Jo Anne L. Antonaccl, District Superintendent

**Finance
Office**

Steve Roland
*Assistant Superintendent
for Finance and Operations*

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Fax: (585) 352-2756

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sroland@monroe2boces.org

Insurance Reserve Fund - Contribution

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 – Orleans BOCES Board authorizes a contribution to the previously established Insurance Reserve Fund in the amount of \$300,000 from 2022/23 school year expenditures.

10. New Business

11. Resolution to Approve Liability Reserve Fund
Contribution of \$100,000



*Monroe 2–Orleans
Board of Cooperative Educational Services*

Jo Anne L. Antonaccl, District Superintendent

**Finance
Office**

Steve Roland
*Assistant Superintendent
for Finance and Operations*
Tel: (585) 352-2412
Fax: (585) 352-2756
Email:
sroland@monroe2boces.org

Liability Reserve Fund - Contribution

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 – Orleans BOCES Board authorizes a contribution to the previously established Liability Reserve Fund in the amount of \$100,000 from 2022/23 school year expenditures.

10. New Business

12. Resolution to Accept Donation of Hand Tools from Mr.
Rick Tuffo

GIFTS AND DONATIONS

Donor Information:

Company or Individual Name: Rick Tuffo If Company, Contact Person: _____

Address: 75 Country Place Lane, Rochester NY 14612

Phone Number: 585-392-6119 E-Mail: _____

Description of item(s) to be donated; if additional space is needed, please add additional page and check here:

HAND TOOLS, SOCKETS,

Is Item(s) in Working Condition: yes If not, please explain: _____

When can BOCES 2 Staff view the item: NOW

Your signature indicates your offer to donate the above item(s). Only the Board may accept gifts of either money, trusts, or merchandise. Any gifts or grants donated and accepted will be by official action through Board resolution. The Board will not accept gifts that place encumbrances on future boards or result in unreasonable, additional or hidden costs. The Board will not accept a gift which constitutes a conflict of interest and/or gives the appearance of impropriety. All gifts, grants, and/or bequests shall become the sole property of the BOCES. The District Superintendent or designee will acknowledge, in writing, the receipt of the gift or donation on behalf of the Board, but does not assign a value for tax purposes.

Signature of Donor: Rick Tuffo Date: 7/18/23

To Be Completed By BOCES 2 Staff:

Staff Member Name: Tony Britt Dept: CTE Phone Ext: X2480

Name of staff member to be notified upon Board approval: Tony Britt

Supervisor name and review: Tony Britt

Proposed use of donated item:
Tools will be used in Advanced Manufacturing as well as other programs as needed.

How will the item reduce costs or benefit the program:
Will not need to purchase from program budgets.

Board Date: 8/16/23

[Signature]
Cabinet/Administrator Signature

7/18/2023
Date

[Signature]
District Superintendent

7/26/23
Date

Board Action: Accept

Board Action: Reject

10. New Business

13. Resolution to Accept Donation of Boilers and Water Heater/Storage Tank from VP Supply Corp.

GIFTS AND DONATIONS

Donor Information:

Company or Individual Name: VP Supply Corp If Company, Contact Person: _____
Jeff Reynolds

Address: 3445 Winton Place Rochester NY, 14623

Phone Number: 585-272-0110 E-Mail: jreynolds@vpsupply.com

Description of item(s) to be donated; if additional space is needed, please add additional page and check here:

- 7722776 - Viessman Boiler - PVG-0090-00VTA-125
- B2HB-125 - Gas Boiler ↳ State Water Heater Storage tank

Is Item(s) in Working Condition: Yes If not, please explain: _____

When can BOCES 2 Staff view the item: 7-18-23 - Yes

Your signature indicates your offer to donate the above item(s). Only the Board may accept gifts of either money, trusts, or merchandise. Any gifts or grants donated and accepted will be by official action through Board resolution. The Board will not accept gifts that place encumbrances on future boards or result in unreasonable, additional or hidden costs. The Board will not accept a gift which constitutes a conflict of interest and/or gives the appearance of impropriety. All gifts, grants, and/or bequests shall become the sole property of the BOCES. The District Superintendent or designee will acknowledge, in writing, the receipt of the gift or donation on behalf of the Board, but does not assign a value for tax purposes.

Signature of Donor: [Signature] Date: 7-18-23

To Be Completed By BOCES 2 Staff:

Staff Member Name: Shawna Kurtz/Dominic Corona Dept: CWD/KTE Phone Ext: x9102
- shared b/w programs

Name of staff member to be notified upon Board approval: Shawna Gareau-Kurtz / Dominic Corona

Supervisor name and review: Shawna Gareau Kurtz / Theresa Carter

Proposed use of donated item: use for training in HVAC high school and adult programs.

How will the item reduce costs or benefit the program: The items will eliminate the need for us to purchase this equipment and will provide training opportunities for adults and high school students.

Board Date: 8-16-23

Cabinet Administrator Signature: [Signature] Date: 7/26/23

District Superintendent Date

Board Action: Accept Board Action: Reject

10. New Business

14. Resolution to Approve BOCES United Professionals Non-3012-d Members Annual Performance Review Plan *(formerly Teacher Annual Professional Performance Review Directed/Self-Directed Process)* 2023-26 Manual (Marijo Pearson/Tom Schulte)

MONROE 2-ORLEANS BOCES

*~~Teacher~~ **BOCES 2 United Professionals**
Non-3012-d Members
Annual Professional
Performance Review **Plan***

~~Directed/Self-Directed Process~~

~~2021-2023~~

2023-2026



Board Approved _____

**ANNUAL PROFESSIONAL PERFORMANCE REVIEW
for Support Services**

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<i>B. Initial APPR Conference</i>	<i>?-?</i>
<i>C. Final APPR Conference</i>	<i>?-?</i>
<i>D. APPR Improvement Plan</i>	<i>?-?</i>

I. MONROE 2-ORLEANS BOCES MISSION AND VISION

Mission

We provide quality, cost-effective educational services in partnership with school districts and the community in a manner that supports excellence and equity for all learners. We are committed to customer satisfaction, continuous improvement, and personal and professional growth.

.....

Vision

Monroe 2–Orleans BOCES is the educational partner of choice. We strive for continuous improvement in serving the diverse needs of our community, helping all students achieve their full potential.



II. INTRODUCTION

The Monroe 2-Orleans BOCES Board recognizes that continuous improvement of staff is directly correlated to student achievement. It is further understood that supervision and evaluation of personnel is a critical component of continuous improvement. As agreed upon by the Chief Executive Officer and the ~~Teachers Association~~ **BOCES2 United Professionals (B2UP)**, an annual evaluation will be used to improve instruction and promote continued staff development.

The BOCES 2 staff and administration also agree that efforts must be focused and understood by all constituents. BOCES 2 and the ~~BOCES 2 Teacher Association~~ **B2UP** agree to use the Framework for Teaching Rubric (2011 Revised Edition). The following components illustrate specific areas of professional practice that will serve as the criteria for evaluation at BOCES 2:

- Planning and Preparation
The educator...
 - 1a. demonstrates current knowledge of content and pedagogy
 - 1b. demonstrates current knowledge of students
 - 1c. sets instructional outcomes
 - 1d. demonstrates knowledge of resources
 - 1e. designs coherent instruction
 - 1f. designs student assessments

- Classroom/Work Environment
The educator...
 - 2a. creates an environment of respect and rapport
 - 2b. establishes a culture for learning
 - 2c. manages classroom procedures
 - 2d. manages student behavior
 - 2e. organizes physical space

- Instruction
The educator...
 - 3a. communicates effectively with students
 - 3b. uses effective questioning and discussion techniques
 - 3c. engages students in learning
 - 3d. uses assessments in instruction
 - 3e. demonstrates flexibility and responsiveness

- Professional Responsibilities
The educator...
 - 4a. reflects on teaching
 - 4b. maintains accurate records
 - 4c. communicates with families
 - 4d. participates in professional community
 - 4e. demonstrates growing and developing professionally
 - 4f. shows professionalism

III. APPLICABILITY

The processes *plan* described herein shall be applicable to all unit members except classroom teachers, as that term is defined in §80-1.1 of the Commissioner’s regulations. *This plan applies to any B2UP unit members who are not evaluated under Commission Regulation 3012-d. This includes, but is not limited to: Art Therapists, Assistive Technology Specialists, Audiologists, Autism Specialists, Consultant Teachers, CTE Non-Teachers of Record, Instructional Support Specialists, Music Therapists, Nurses, Occupational Therapists, Physical Therapists, Pre-K Teachers, Psychologists, School Counselors, School Social Workers, Speech, Teachers of Deaf, Technology Specialists, Transition Specialists, Vision Teachers, Work-based Learning Coordinators, and all others not covered under 3012-d.*

IV. EVALUATION METHODS AND PROCEDURES

A certified administrator, who is serving as the employee’s evaluator, will conduct the Annual Professional Performance Review (APPR). All staff will attend an annual APPR conference with their evaluator. During this conference the evaluator will outline the APPR process, review the Staff Evaluation Rubric, create or review staff performance goal(s), identify professional development focus, and determine data collection activities. All non-tenured/probationary staff will follow the ~~directed~~ *Non-Tenured/Probationary* process. All tenured/permanent staff will follow the ~~self-directed~~ *Tenured/Permanent* process, unless required otherwise by administration as circumstances warrant.

~~directed~~ *Directed Non-Tenured/Probationary Process:* (~~non-tenured/probationary or directed tenured/permanent~~)

- The evaluator and staff member will complete the APPR: *Directed Non-Tenured/Probationary Process* form during the initial APPR meeting.
- A minimum of two observations will be conducted and observation reports completed accordingly.
- A pre-observation form must be completed and reviewed prior to each observation.
- The evaluator and staff member will review the observation report following the observation.
- The first observation and report shall be completed prior to ~~January 14, 2022/January 13, 2023~~ *February Break*. The second observation and report shall be completed prior to ~~April 15, 2022/April 14, 2023~~ *May 1, 2024*. Scheduling of

the observations shall be determined at the initial APPR conference. Observations will not be the day before or after a holiday.

- ***Prior to the Final APPR conference, Staff member shall complete a self-assessment using the Non-3012-d Members Final Evaluation Rubric Rating Form.***
- A final APPR conference will be conducted where the entire Staff Evaluation Rubric will be completed based upon observations and data collected.
- The completed APPR (pages 56 & 57) will be signed and placed in the personnel file.

Self-Directed Tenured/Permanent Process: (~~tenured~~)

- The evaluator will complete the APPR: ~~Self-Directed~~ ***Tenured/Permanent Process*** form during the APPR meeting.
- Staff member and evaluator will examine the Staff Evaluation Rubric and mutually determine area(s) of professional practice for focus.
- ~~Self-Directed~~ ***Tenured/Permanent*** activities may include:
 - Creating a portfolio
 - Videotaping lessons and analysis/reflection
 - Researching action
 - Exploring specific instructional strategies
(e.g., differentiated instruction, data-driven professional development)
 - Engaging in activities for professional associations
 - Writing articles in professional publications
 - Designing and implementing a web page for professionally-related goals
 - Participating in and documenting a peer review
 - Participating in other activities as mutually agreed upon
 - Administrator observation
- The completed APPR (pages 58 & 59) will be signed and placed in the personnel file.

An APPR Review Committee, made up of two members appointed by the Teachers Association **B2UP** and two members appointed by the Superintendent, will review this process on an annual basis ~~through the 2022-2023 school year.~~

At least one meeting a year of the district union liaison committee will be dedicated to the review of the APPR.

V. TEACHER IMPROVEMENT PLAN/REPORTING REQUIREMENTS

When a staff member's performance is deemed unsatisfactory, a Professional Performance Improvement Plan will be initiated. The plan will be developed by administration in consultation with the teacher. The plan will target areas of concern.

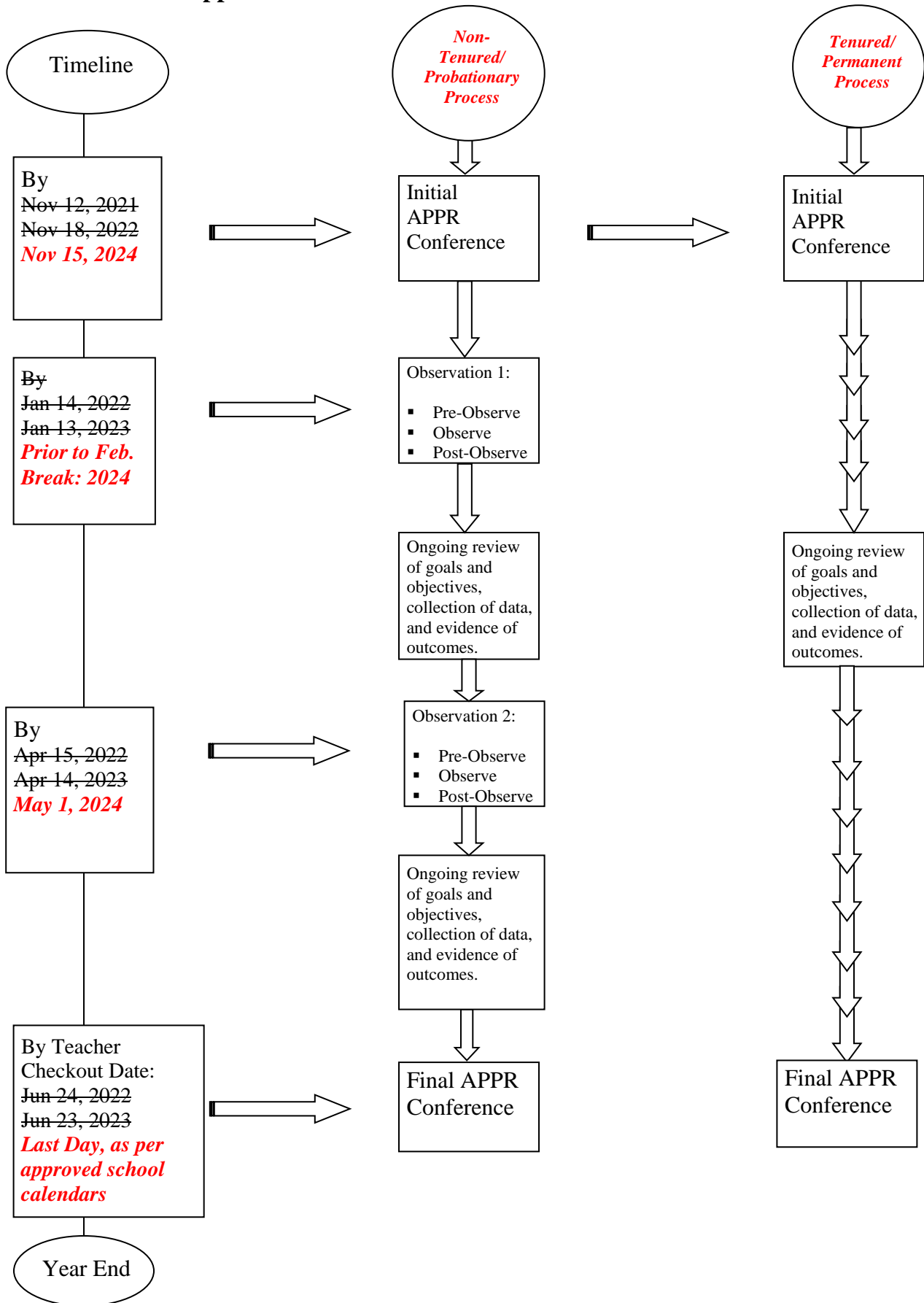
VI. PERFORMANCE EVALUATION TRAINING FOR ADMINISTRATORS

All Monroe 2-Orleans BOCES administrators who are expected to perform evaluations will receive annual training on how to effectively implement the APPR process.

VII. PERFORMANCE REQUIREMENTS

The District Superintendent will return a signed standard form certifying Monroe 2-Orleans BOCES is in compliance with the 100.2 regulation annually. Thereafter the APPR and Professional Development Plan will be on file in the Monroe 2-Orleans BOCES District Superintendent's office.

VIII. ANNUAL PROFESSIONAL PERFORMANCE REVIEW PROCESS for Support Services



~~TEACHER EVALUATION~~
RUBRIC

Teachscape Proposal
New York State Department of Education
Teacher and Principal Practice Rubric Providers RFQ

Appendix A: The Framework for Teaching (2011 Revised Edition)

Framework for Teaching 2011 Revised Edition

Charlotte Danielson’s Framework for Teaching (2011 Revised Edition) is the next generation of this research-validated instrument for teacher observation, evaluation and development. Charlotte Danielson has selected Teachscape as the exclusive electronic provider of this refined instrument.

In the Framework for Teaching (2011 Revised Edition) all the domains, components, and elements are identical to the earlier version. Therefore, the pre-existing research foundation applies.

The Framework for Teaching (2011 Revised Edition) is specifically enhanced to be used as an evaluation instrument. The enhancements contained in the Framework for Teaching (2011 Revised Edition) are based on lessons learned from the Measures of Effective Teaching (MET) Project, a large scale research study funded by the Bill & Melinda Gates Foundation that used the Framework for Teaching to evaluate over 20,000 classroom lessons.

Based on her experience with the MET Project, Charlotte Danielson has enhanced her Framework for Teaching (2011 Revised Edition) to be even more effective, precise, and useful as a tool for teacher evaluation.

See below for a summary of the key changes from the old version to the newly updated Framework for Teaching (2011 Revised Edition).

Old version of the Framework for Teaching	Framework for Teaching (2011 Revised Edition)
Rubrics for each component contain general language helpful for professional development but not well suited for precise evaluation.	Rubrics for each component have been revised to include more precise language enabling for better observer discernment between teacher performance at different levels.
Absence of Critical Attributes makes it difficult to identify instructional evidence tied to each component and performance level.	Critical Attributes have been added for each Component and performance level. Critical attributes are specific observable teacher and/or student behaviors or actions that are evidence of a teacher’s performance at a specific performance level relative to a particular Component.
Absence of possible teaching examples means that observers must generate their own examples without being sure they are accurate.	Possible teaching examples have been added for each level of performance, for each Component, to assist observer in determining examples of classroom practice that would observe as evidence for each Component.

With these new additions and adjustments, the Framework for Teaching (2011 Revised Edition) is now the best, most reliable instrument available for high-stakes evaluation of teaching.

Complete Framework for Teaching Instrument

Domain 1:	Planning and Preparation
<i>Ia: Demonstrating Knowledge of Content and Pedagogy</i>	<p>In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p> <p>The elements of component 1a are:</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline <i>Every discipline has a dominant structure, with smaller components or strands, central concepts and skills</i> • Knowledge of prerequisite relationships <i>Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.</i> • Knowledge of content-related pedagogy <i>Different disciplines have “signature pedagogies” that have evolved over time and found to be most effective in teaching.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lesson and unit plans that reflect important concepts in the discipline • Lesson and unit plans that accommodate prerequisite relationships among concepts and skills • Clear and accurate classroom explanations • Accurate answers to student questions • Feedback to students that furthers learning • Inter-disciplinary connections in plans and practice

	Unsatisfactory	Basic	Proficient	Distinguished
Ia: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Critical Attributes	<ul style="list-style-type: none"> • Teacher makes content errors. • Teacher does not consider prerequisite relationships when planning. • Teacher's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> • Teacher is familiar with the discipline but does not see conceptual relationships. • Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies and some are not be suitable to the content. 	<ul style="list-style-type: none"> • The teacher can identify important concepts of the discipline, and their relationships to one another. • The teacher consistently provides clear explanations of the content. • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development. 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • Teacher cites intra- and inter-disciplinary content relationships. • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
Possible Examples	<ul style="list-style-type: none"> • The teacher says, "The official language of Brazil is Spanish, just like other South American countries." • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." • The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words. 	<ul style="list-style-type: none"> • The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pre-test on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday. 	<ul style="list-style-type: none"> • The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. • The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement. • The teacher plans to expand a unit on civics by having students simulate a court trial. 	<ul style="list-style-type: none"> • In a unit on 19th century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the class on their beliefs as to why it is hotter in the summer than in the winter.

Domain 1:	Planning and Preparation
1b: Demonstrating Knowledge of Students	<p>Teachers don't teach content in the abstract; they teach it to <i>students</i>. In order to ensure student learning, therefore, teachers must not only know their content and its related pedagogy, but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs must be considered when planning lessons and identifying resources that will ensure their understanding.</p> <p>The elements of component 1b are:</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development <i>Children learn differently at different stages of their lives</i> • Knowledge of the learning process <i>Learning requires active intellectual engagement</i> • Knowledge of students' skills, knowledge, and language proficiency <i>Children's lives beyond school influence their learning</i> • Knowledge of students' interest and cultural heritage <i>Children's backgrounds influence their learning</i> • Knowledge of students' special needs <i>Children do not all develop in a typical fashion</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Teacher gathers formal and informal information about students for use in planning instruction • Teacher learns student interests and needs for use in planning • Teacher participation in community cultural events • Teacher-designed opportunities for families to share heritage • Database of students with special needs

	Unsatisfactory	Basic	Proficient	Distinguished
Ib: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes	<ul style="list-style-type: none"> • Teacher does not understand child development characteristics and has unrealistic expectations for students. • Teacher does not try to ascertain varied ability levels among students in the class. • Teacher is not aware of student interests or cultural heritages. • Teacher takes no responsibility to learn about students' medical or learning disabilities. 	<ul style="list-style-type: none"> • Teacher cites developmental theory, but does not seek to integrate it into lesson planning. • Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group." • The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> • The teacher knows, for groups of students, their levels of cognitive development • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high," "medium," and "low" groups of students within the class. • The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class. 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information about their cultural heritage from all students. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
Possible Examples	<ul style="list-style-type: none"> • The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds. • The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. • The teacher plans to teach his class Christmas carols, despite the fact that he has four religions 	<ul style="list-style-type: none"> • The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students. • In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. • Lesson plans make only peripheral reference to students' interests. 	<ul style="list-style-type: none"> • The teacher creates an assessment of students' levels of cognitive development. • The teacher examines students' previous year's folders to ascertain the proficiency levels of groups of students in the class, • The teacher administers a student interest survey at the beginning of the school year. • The teacher plans activities based 	<ul style="list-style-type: none"> • The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. • The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning. • The teacher encourages students to be aware of their individual reading

	Unsatisfactory	Basic	Proficient	Distinguished
	<p><i>represented amongst his students.</i></p>	<ul style="list-style-type: none"> • <i>The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.</i> 	<p><i>on student interests.</i></p> <ul style="list-style-type: none"> • <i>The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</i> • <i>The teacher realizes that not all of his students are Christian, so he plans to read a Hanukah story in December.</i> • <i>The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.</i> 	<p><i>levels and make independent reading choices that will be challenging, but not too difficult.</i></p> <ul style="list-style-type: none"> • <i>The teacher attended the local Mexican heritage day, meeting several of his students' extended family members.</i> • <i>The teacher regularly creates adapted assessment materials for several students with learning disabilities.</i>

Domain 1:	Planning and Preparation
<i>Ic: Setting Instructional Outcomes</i>	<p>Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will <i>do</i>, but what they will <i>learn</i>. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.</p> <p>Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope that they will <i>like</i> to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.</p> <p>The elements of component 1c are:</p> <ul style="list-style-type: none"> • Value, sequence, and alignment <p><i>Students must be able to build their understanding of important ideas from concept to concept</i></p> <ul style="list-style-type: none"> • Clarity <p><i>Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment</i></p> <ul style="list-style-type: none"> • Balance <p><i>Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills</i></p> <ul style="list-style-type: none"> • Suitability for diverse students <p><i>Outcomes must be appropriate for all students in the class</i></p> <p>Indicators include:</p> <ul style="list-style-type: none"> • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Permit assessment of student attainment • Differentiated for students of varied ability

	Unsatisfactory	Basic	Proficient	Distinguished
Ic: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Critical Attributes	<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to “big ideas” of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. • Outcomes are suitable to groups of students in the class, differentiated where necessary. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning • Outcomes are differentiated to encourage individual students to take educational risks.
Possible Examples	<ul style="list-style-type: none"> • A learning outcome for a fourth grade class is to make a poster illustrating a poem. • All the outcomes for a ninth grade history class are factual knowledge. • The topic of the social studies unit involves the concept of “revolutions” but the teacher only expects his students to remember the important dates of battles. • Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. 	<ul style="list-style-type: none"> • Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students struggle. 	<ul style="list-style-type: none"> • One of the learning outcomes is for students to “appreciate the aesthetics of 18th century English poetry.” • The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. • The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives. 	<ul style="list-style-type: none"> • The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. • Students will develop a concept map that links previous learning goals to those they are currently working on. • Some students identify additional learning .

Domain 1:	Planning and Preparation
<p><i>Id:</i> <i>Demonstrating Knowledge of Resources</i></p>	<p>Student learning is enhanced by a teacher’s skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can access the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.</p> <p>The elements of component 1d are:</p> <ul style="list-style-type: none"> • Resources for classroom use <p><i>Materials that align with learning outcomes</i></p> <ul style="list-style-type: none"> • Resources to extend content knowledge and pedagogy <p><i>Those that can further teachers’ professional knowledge</i></p> <ul style="list-style-type: none"> • Resources for students: <p><i>Materials that are appropriately challenging</i></p> <p>Indicators include:</p> <ul style="list-style-type: none"> • District provided materials • Range of texts • Guest speakers • Internet resources • Materials provided by professional organizations • Teacher continuing professional education courses or professional groups • Community resources

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Id: Demonstrating Knowledge of Resources</i>	Teacher is unaware of resources for classroom use, for expanding one’s own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher’s knowledge of resources for classroom use, for expanding one’s own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • The teacher only uses district-provided materials, even when more variety would assist some students. • The teacher does not seek out resources available to expand his/her own skill. • Although aware of some student needs, the teacher does not inquire about possible resources. 	<ul style="list-style-type: none"> • The teacher uses materials in the school library, but does not search beyond the school for resources. • The teacher participates in content-area workshops offered by the school, but does not pursue other professional development. • The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues. 	<ul style="list-style-type: none"> • Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • Teacher facilitates Internet resources. • Resources are multi-disciplinary. • Teacher expands knowledge with professional learning groups and organizations. • Teacher pursues options offered by universities. • Teacher provides lists of resources outside the class for students to draw on. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Texts are matched to student skill level. • The teacher has ongoing relationship with colleges and universities that support student learning. • The teacher maintains log of resources for student reference. • The teacher pursues apprenticeships to increase discipline knowledge. • The teacher facilitates student contact with resources outside the classroom.
<i>Possible Examples</i>	<ul style="list-style-type: none"> • For their unit on China, the students accessed all of their information from the district-supplied textbook. • Mr. J is not sure how to teach fractions, but doesn’t know how he’s expected to learn it by himself. • A student says, “It’s too bad we can’t go to the nature center when we’re doing our unit on the environment.” 	<ul style="list-style-type: none"> • For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow. • The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year. • The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. 	<ul style="list-style-type: none"> • The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts. • The teacher took an online course on Literature to expand her knowledge of great American writers. • The teacher distributes a list of summer reading materials that would help prepare his 8th graders’ transition to high school. 	<ul style="list-style-type: none"> • The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies. • The teacher spends the summer at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry. • The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.

Domain 1:	Planning and Preparation
<i>1e: Designing Coherent Instruction</i>	<p>Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3.</p> <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> • Learning activities <i>Instruction designed to engage students and advance them through the content</i> • Instructional materials and resources <i>Appropriate to the learning needs of the students</i> • Instructional groups <i>Intentionally organized to support student learning</i> • Lesson and unit structure <i>Clear and sequenced to advance students’ learning</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • The use of varied resources • Thoughtfully planned learning groups • Structured lesson plan

	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Critical Attributes	<ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> • Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random or only partially support objectives. • Lesson structure is uneven or may be unrealistic in terms of time expectations. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • Activities permit student choice. • Learning experiences connect to other disciplines. • Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
Possible Examples	<ul style="list-style-type: none"> • After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet. • Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit. • The teacher organizes her class in rows, seating the students 	<ul style="list-style-type: none"> • After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. • The teacher found an atlas to use as a supplemental resource during the geography unit. • The teacher always lets students self-select their working groups because they behave better when 	<ul style="list-style-type: none"> • The teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase the challenge level. • The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration. • The teacher plans for students to 	<ul style="list-style-type: none"> • The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning. • While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections. • After the cooperative group lesson,

	Unsatisfactory	Basic	Proficient	Distinguished
	<p><i>alphabetically; she plans to have students work all year in groups of four based on where they are sitting.</i></p> <ul style="list-style-type: none"> • <i>The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.</i> 	<p><i>they can choose who they want to sit with.</i></p> <ul style="list-style-type: none"> • <i>The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</i> 	<p><i>complete projects in small groups; he carefully selects group members based on their ability level and learning style.</i></p> <ul style="list-style-type: none"> • <i>The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.</i> 	<p><i>students will reflect on their participation and make suggestions for new group arrangements in the future.</i></p> <ul style="list-style-type: none"> • <i>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.</i>

Domain 1:	Planning and Preparation
<i>If: Designing Student Assessments</i>	<p>Good teaching requires both assessment <i>of</i> learning and assessment <i>for</i> learning. Assessments <i>of</i> learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, different methods are needed to assess reasoning skills than for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment <i>for</i> learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the learning outcomes.</p> <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes <i>Assessments must match learning expectations</i> • Criteria and standards <i>Expectations must be clearly defined</i> • Design of formative assessments <i>Assessments for learning must be planned as part of the instructional process</i> • Use for planning <i>Results of assessment guide future planning</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lesson plans indicate correspondence between assessments and instructional outcomes • Assessment types are suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments are available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction

	Unsatisfactory	Basic	Proficient	Distinguished
If: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Critical Attributes	<ul style="list-style-type: none"> • Assessments do not match instructional outcomes. • Assessments have no criteria. • No formative assessments have been designed. • Assessment results do not affect future plans. 	<ul style="list-style-type: none"> • Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> • All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments for some students as needed. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic with real-world application, as appropriate. • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.
Possible Examples	<ul style="list-style-type: none"> • The teacher marks papers on the foundation of the U.S. constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc. • After the students present their research on Globalization, the teacher tells them their letter 	<ul style="list-style-type: none"> • The district goal for the Europe unit is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers. • The teacher’s students received their tests back; each one was simply marked with a letter grade at the top. 	<ul style="list-style-type: none"> • Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. • Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were 	<ul style="list-style-type: none"> • To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class. • Mr. J’s students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown

	Unsatisfactory	Basic	Proficient	Distinguished
	<p>grade; when students asked how he arrived at the grade, he responds, "After all these years in education, I just know what grade to give."</p> <ul style="list-style-type: none"> • The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" • The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving." 	<ul style="list-style-type: none"> • The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done. • A student says, "If half the class passed the test, why are we all reviewing the material again?" 	<p>clearly defined.</p> <ul style="list-style-type: none"> • Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson's activities. • Based on the previous morning's formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept. 	<p>them several sample rubrics and they will refer to those as they create a rubric of their own.</p> <ul style="list-style-type: none"> • After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. • Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.

Domain 2: The Classroom

Component	2a: Creating an Environment of Respect and Rapport
2a: Creating an environment of respect and rapport	<p>An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.</p> <p>The elements of component 2a are listed below and are evaluated:</p> <ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions <i>A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.</i> • Student interactions with other students, including both words and actions <i>As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Respectful talk and turn taking</i> • <i>Respect for students’ background and lives outside of the classroom</i> • <i>Teacher and student body language</i> • <i>Physical proximity</i> • <i>Warmth and caring</i> • <i>Politeness</i> • <i>Encouragement</i> • <i>Active listening</i> • <i>Fairness</i>

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
Critical Attributes	<ul style="list-style-type: none"> • Teacher uses disrespectful talk towards students. Student body language indicates feelings of hurt or insecurity. • Students use disrespectful talk towards one another with no response from the teacher. • Teacher displays no familiarity with or caring about individual students' interests or personalities. 	<ul style="list-style-type: none"> • The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. • Teacher attempts to respond to disrespectful behavior among students, with uneven results. • Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual. 	<ul style="list-style-type: none"> • Talk between teacher and students and among students is uniformly respectful. • Teacher responds to disrespectful behavior among students. • Teacher makes superficial connections with individual students. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Teacher demonstrates knowledge and caring about individual students' lives beyond school. • When necessary, students correct one another in their conduct towards classmates. • There is no disrespectful behavior among students. • The teacher's response to a student's incorrect response respects the student's dignity
Possible Examples	<ul style="list-style-type: none"> • A student slumps in his/her chair following a comment by the teacher. • Students roll their eyes at a classmate's idea; the teacher does not respond. • Many students talk when the teacher and other students are talking; the teacher does not correct them. • Some students refuse to work with other students. • Teacher does not call students by their names. 	<ul style="list-style-type: none"> • Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups. • Students applaud half-heartedly following a classmate's presentation to the class. • Teacher says "Don't talk that way to your classmates," but student shrugs his/her shoulders 	<ul style="list-style-type: none"> • Teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, such as kneeling beside a student working at a desk. • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate's presentation to the class. • Students help each other and accept help from each other. • Teacher and students use courtesies such as "please/thank you, excuse me." • Teacher says "Don't talk that way to your classmates," and the insults stop. 	<ul style="list-style-type: none"> • Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). • Students say "Shhh" to classmates while the teacher or another student is speaking. • Students clap enthusiastically for one another's presentations for a job well done. • The teacher says: "That's an interesting idea, Josh, but you're 'forgetting....'"

<p>Component</p>	<p>2b: Establishing a Culture for Learning</p>
<p>2b: Establishing a culture for learning</p>	<p>“A culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p> <p>Elements of component 2b are:</p> <ul style="list-style-type: none"> • Importance of the content and of learning <i>In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.</i> • Expectations for learning and achievement <i>In classrooms with robust cultures for learning, all students receive the message that, while the work is challenging, they are capable of achieving it if they are prepared to work hard.</i> • Student pride in work <i>When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Belief in the value of the work</i> • <i>Expectations are high and supported through both verbal and nonverbal behaviors</i> • <i>Quality is expected and recognized</i> • <i>Effort and persistence are expected and recognized</i> • <i>Confidence in ability is evidenced by teacher and students language and behaviors</i> • <i>Expectation for all students to participate</i>

	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
Critical Attributes	<ul style="list-style-type: none"> • The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. • The teacher conveys to at least some students that the work is too challenging for them. • Students exhibit little or no pride in their work. • Class time is devoted more to socializing than to learning 	<ul style="list-style-type: none"> • Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.” • The teacher conveys high expectations for only some students. • Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work. • Many students indicate that they are looking for an “easy path.” 	<ul style="list-style-type: none"> • The teacher communicates the importance of learning, and that with hard work all students can be successful in it. • The teacher demonstrates a high regard for student abilities. • Teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. 	<p>In addition to the characteristics of “Proficient,”</p> <ul style="list-style-type: none"> • The teacher communicates a genuine passion for the subject. • Students indicate that they are not satisfied unless they have complete understanding. • Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. • Students recognize the efforts of their classmates. • Students take initiative in improving the quality of their work.
Possible Examples	<ul style="list-style-type: none"> • The teacher tells students that they’re doing a lesson because it’s on the test, in the book, or is district directed. • Teacher says to a student: “Why don’t you try this easier problem?” • Students turn in sloppy or incomplete work. • Students don’t engage in work and the teacher ignores it. • Students have not completed their homework and the teacher does not respond. • Almost all of the activities are “busy work.” 	<ul style="list-style-type: none"> • Teacher says: “Let’s get through this.” • Teacher says: “I think most of you will be able to do this.” • Students consult with one another to determine how to fill in a worksheet, without challenging classmates’ thinking. • Teacher does not encourage students who are struggling. • Some students get to work after an assignment is given or after entering the room. 	<ul style="list-style-type: none"> • Teacher says: “This is important; you’ll need to speak grammatical English when you apply for a job.” • Teacher says: “This idea is really important! It’s central to our understanding of history.” • Teacher says: “Let’s work on this together: it’s hard, but you all will be able to do it well.” • Teacher hands a paper back to a student, saying “I know you can do a better job on this.” The student accepts it without complaint. • Students get right to work right away when an assignment is given or after entering the room. 	<ul style="list-style-type: none"> • The teacher says “It’s really fun to find the patterns for factoring polynomials.” • Student asks a classmate to explain a concept or procedure since s/he didn’t quite follow the teacher’s explanation. • Students question one another on answers. • Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened. • Students work even when the teacher isn’t working with them or directing their efforts.

<p>Component</p>	<p>2c: Managing Classroom Procedures</p>
<p>2c: Managing classroom procedures</p>	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”</p> <p>Elements of Component 2c are:</p> <ul style="list-style-type: none"> • Management of instructional groups <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher</i> • Management of transitions <i>Many lessons engage students in different types of activities – large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly</i> • Management of materials and supplies <i>Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction</i> • Performance of non-instructional duties <i>Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Smooth functioning of all routines</i> • <i>Little or no loss of instructional time</i> • <i>Students playing an important role in carrying out the routines</i> • <i>Students know what to do, where to move</i>

	Unsatisfactory	Basic	Proficient	Distinguished
2c Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	<ul style="list-style-type: none"> • <i>Students not working with the teacher are disruptive to the class.</i> • <i>There are no established procedures for distributing and collecting materials.</i> • <i>Procedures for other activities are confused or chaotic.</i> 	<ul style="list-style-type: none"> • <i>Small groups are only partially engaged while not working directly with the teacher.</i> • <i>Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</i> • <i>Classroom routines function unevenly.</i> 	<ul style="list-style-type: none"> • <i>The students are productively engaged during small group work.</i> • <i>Transitions between large and small group activities are smooth.</i> • <i>Routines for distribution and collection of materials and supplies work efficiently.</i> • <i>Classroom routines function smoothly.</i> 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • <i>Students take the initiative with their classmates to ensure that their time is used productively.</i> • <i>Students themselves ensure that transitions and other routines are accomplished smoothly.</i> • <i>Students take initiative in distributing and collecting materials efficiently.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.</i> • <i>There are long lines for materials and supplies or distributing supplies is time-consuming.</i> • <i>Students bump into one another lining up or sharpening pencils.</i> • <i>Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.</i> • <i>Most students ask what they are to do or look around for clues from others.</i> 	<ul style="list-style-type: none"> • <i>Some students not working with the teacher are not productively engaged in learning.</i> • <i>Transitions between large and small group activities are rough but they are accomplished.</i> • <i>Students are not sure what to do when materials are being distributed or collected.</i> • <i>Students ask some clarifying questions about procedures</i> • <i>The attendance or lunch count consumes more time than it would need if the procedure were more routinized.</i> 	<ul style="list-style-type: none"> • <i>Students get started on an activity while the teacher takes attendance.</i> • <i>Students move smoothly between large and small group activities.</i> • <i>The teacher has an established timing device, such as counting down, to signal students to return to their desks.</i> • <i>Teacher has an established attention signal, such as raising a hand, or dimming the lights.</i> • <i>One member of each small group collects materials for the table.</i> • <i>There is an established color-coded system indicating where materials should be stored.</i> • <i>In small group work, students have established roles, they listen to one another, summarize g different views, etc.</i> • <i>Clean-up at the end of a lesson is fast and efficient.</i> 	<ul style="list-style-type: none"> • <i>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</i> • <i>A student reminds classmates of the roles that they are to play within the group.</i> • <i>A student re-directs a classmate to the table s/he should be at following a transition.</i> • <i>Students propose an improved attention signal.</i> • <i>Students independently check themselves into class on the attendance board.</i>

<p>Domain 2:</p>	<p>The Classroom Environment</p>
<p>2d. Managing Student Behavior</p>	<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p> <p>Elements of Component 2d are:</p> <ul style="list-style-type: none"> • Expectations <i>It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented</i> • Monitoring of student behavior <i>Experienced teachers seem to have eyes “in the backs of their heads;” they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe</i> • Response to student misbehavior <i>Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? Are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Clear standards of conduct, possibly posted, and possibly referred to during a lesson</i> • <i>Absence of acrimony between teacher and students concerning behavior</i> • <i>Teacher awareness of student conduct</i> • <i>Preventive action when needed by the teacher</i> • <i>Fairness</i> • <i>Absence of misbehavior</i> • <i>Reinforcement of positive behavior</i>

	Unsatisfactory	Basic	Proficient	Distinguished
2d Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students
Critical Attributes	<ul style="list-style-type: none"> • The classroom environment is chaotic, with no apparent standards of conduct. • The teacher does not monitor student behavior. • Some students violate classroom rules, without apparent teacher awareness. • When the teacher notices student misbehavior, s/he appears helpless to do anything about it. 	<ul style="list-style-type: none"> • Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. • Teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient. 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established. • Student behavior is generally appropriate. • The teacher frequently monitors student behavior. • Teacher's response to student misbehavior is effective. • Teacher acknowledges good behavior. 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • Student behavior is entirely appropriate; no evidence of student misbehavior. • The teacher monitors student behavior without speaking – just moving about. • Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.
Possible Examples	<ul style="list-style-type: none"> • Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air without apparent teacher notice. • Students are running around the room, resulting in a chaotic environment. • Their phones and other electronics distract students and teacher doesn't do anything. 	<ul style="list-style-type: none"> • Classroom rules are posted, but neither teacher nor students refers to them. • The teacher repeatedly asks students to take their seats; they ignore him/her. • To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." 	<ul style="list-style-type: none"> • Upon a non-verbal signal from the teacher, students correct their behavior. • The teacher moves to every section of the classroom, keeping a close eye on student behavior. • The teacher gives a student a "hard look," and the student stops talking to his/her neighbor. 	<ul style="list-style-type: none"> • A student suggests a revision in one of the classroom rules. • The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops. • The teacher asks to speak to a student privately about misbehavior. • A student reminds his/her classmates of the class rule about chewing gum.

Component	2e: Organizing Physical Space
	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what’s going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> • Safety and accessibility <i>Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don’t have access to the board or other learning resources.</i> • Arrangement of furniture and use of physical resources. <i>Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Pleasant, inviting atmosphere</i> • <i>Safe environment</i> • <i>Accessibility for all students</i> • <i>Furniture arrangement suitable for the learning activities</i> • <i>Effective use of physical resources, including computer technology, by both teacher and students</i>

	Unsatisfactory	Basic	Proficient	Distinguished
2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	<ul style="list-style-type: none"> • <i>There are physical hazards in the classroom, endangering student safety.</i> • <i>Many students can't see or hear the teacher or the board.</i> • <i>Available technology is not being used, even if available and its use would enhance the lesson.</i> 	<ul style="list-style-type: none"> • <i>The physical environment is safe, and most students can see and hear.</i> • <i>The physical environment is not an impediment to learning, but does not enhance it.</i> • <i>The teacher makes limited use of available technology and other resources.</i> 	<ul style="list-style-type: none"> • <i>The classroom is safe, and all students are able to see and hear.</i> • <i>The classroom is arranged to support the instructional goals and learning activities.</i> • <i>The teacher makes appropriate use of available technology.</i> 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • <i>Modifications are made to the physical environment to accommodate students with special needs.</i> • <i>There is total alignment between the goals of the lesson and the physical environment.</i> • <i>Students take the initiative to adjust the physical environment.</i> • <i>Teachers and students make extensive and imaginative use of available technology</i>
Possible Examples	<ul style="list-style-type: none"> • <i>There are electrical cords running around the classroom.</i> • <i>There is a pole in the middle of the room; some students can't see the board.</i> • <i>A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.</i> 	<ul style="list-style-type: none"> • <i>The teacher ensures that dangerous chemicals are stored safely.</i> • <i>The classroom desks remains in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.</i> • <i>The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.</i> 	<ul style="list-style-type: none"> • <i>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</i> • <i>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</i> • <i>The use of an Internet connection enriches the lesson.</i> 	<ul style="list-style-type: none"> • <i>Students ask if they can shift the furniture to better suit small group work, or discussion.</i> • <i>A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.</i> • <i>A student suggests an application of the white board for an activity.</i>

Domain 3: Instruction

Component	3a: Communicating With Students
	<p>Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what it is that they are to do. When they present concepts and information, those presentations are made with accuracy, clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students’ interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher’s use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.</p> <p>Elements of Component 3a are:</p> <ul style="list-style-type: none"> • Expectations for learning <i>The goals for learning are communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science) by the end of the lesson students are clear about what they have been learning.</i> • Directions for activities <i>Students are clear about what they are expected to do during a lesson, particularly if students are working independently or with classmates without direct teacher supervision. These directions for the lesson activities may be provided orally, in writing, or in some combination of the two.</i> • Explanations of content <i>Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students’ interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions.</i> • Use of oral and written language <i>For many students, their teachers’ use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Clarity of lesson purpose</i> • <i>Clear directions and procedures specific to the lesson activities</i> • <i>Absence of content errors and clear explanations of concepts</i> • <i>Students understand the content</i> • <i>Correct and imaginative use of language</i>

	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Critical Attributes	<ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to the students what they will be learning. • Students indicate through their questions that they are confused as to the learning task. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through body language or questions that they don't understand the content being presented. • Teacher's communications include errors of vocabulary or usage. • Vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> • The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. • Teacher must clarify the learning task so students can complete it. • The teacher makes no serious content errors, although may make a minor error. • The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students. • Vocabulary and usage are correct but unimaginative. • Vocabulary is too advanced or juvenile for the students. 	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students will be learning. • If appropriate, the teacher models the process to be followed in the task. • Students engage with the learning task, indicating that they understand what they are to do. • The teacher makes no content errors. • Teacher's explanation of content is clear, and invites student participation and thinking. • Vocabulary and usage are correct and completely suited to the lesson. • Vocabulary is appropriate to the students' ages and levels of development. 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • The teacher points out possible areas for misunderstanding. • Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • All students seem to understand the presentation. • The teacher invites students to explain the content to the class, or to classmates. • Teacher uses rich language, offering brief vocabulary lessons where appropriate.
Possible Examples	<ul style="list-style-type: none"> • A student asks: "What are we supposed to be doing?" but the teacher ignores the question. • The teacher states that to add fractions, they must have the same numerator. • Students have a quizzical look on their faces; some may withdraw from the lesson. • Students become disruptive, or talk among themselves in an effort to 	<ul style="list-style-type: none"> • The teacher mis-pronounces "..." • The teacher says: "And oh, by the way, today we're going to factor polynomials." • A student asks: "What are we supposed to be doing?" and the teacher clarifies the task. • Students ask "What do I write here?" in order to complete a task. • The teacher says: "Watch me while I show you how to" with students 	<ul style="list-style-type: none"> • "By the end of today's lesson, you're all going to be able to factor different types of polynomials." • In the course of a presentation of content, the teacher asks of students: "Can anyone think of an example of that?" • The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention. 	<ul style="list-style-type: none"> • The teacher says: "Here's a spot where some students have difficulty: ...be sure to read it carefully." • The teacher asks a student to explain the task to other students. • When needed, a student offers clarification about the learning task to classmates. • The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has

	Unsatisfactory	Basic	Proficient	Distinguished
	<p><i>follow the lesson.</i></p> <ul style="list-style-type: none"> • <i>The teacher uses technical terms with an elementary class without explaining their meanings.</i> • <i>The teacher says "ain't."</i> 	<p><i>asked only to listen.</i></p> <ul style="list-style-type: none"> • <i>A number of students do not seem to be following the explanation.</i> • <i>Students are inattentive during the teacher's explanation of content.</i> 		<p><i>been sitting in the sun.</i></p> <ul style="list-style-type: none"> • <i>The teacher says: "Who would like to explain this idea to us?"</i> • <i>The teacher pauses during an explanation of the civil rights movement to remind students that the prefix "in" as in "inequality" means "not." The prefix "un" also means the same thing.</i>

Component	3b: Using Questioning and Discussion Techniques
	<p>Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.</p> <p>Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component.</p> <p>In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.</p> <p>Elements of component 3b are:</p> <ul style="list-style-type: none"> • Quality of questions/prompts <i>Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding.</i> • Discussion techniques <i>Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.</i> • Student participation <i>In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Questions of high cognitive challenge, formulated by both students and teacher</i> • <i>Questions with multiple correct answers, or multiple approaches even when there is a single correct response</i> • <i>Effective use of student responses and ideas</i> • <i>Discussion with the teacher stepping out of the central, mediating role</i> • <i>High levels of student participation in discussion</i>

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using questioning / prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	<ul style="list-style-type: none"> • Questions are rapid-fire, and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • A few students dominate the discussion. 	<ul style="list-style-type: none"> • Teacher frames some questions designed to promote student thinking, but only a few students are involved. • The teacher invites students to respond directly to one another's ideas, but few students respond. • Teacher calls on many students, but only a small number actually participate in the discussion. 	<ul style="list-style-type: none"> • Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. • The teacher makes effective use of wait time. • The teacher builds on uses student responses to questions effectively. • Discussions enable students to talk to one another, without ongoing mediation by the teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion.
Possible Examples	<ul style="list-style-type: none"> • All questions are of the "recitation" type, such as "What is 3 x 4?" • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher only calls on students who have their hands up. 	<ul style="list-style-type: none"> • Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" • The teacher asks: "Who has an idea about this?" but the same three students offer comments. • The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher. 	<ul style="list-style-type: none"> • The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?" • The teacher uses plural the form in asking questions, such as: "What are some things you think might contribute to...?" • The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary. • The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class. 	<ul style="list-style-type: none"> • A student asks "How many ways are there to get this answer?" • A student says to a classmate: "I don't think I agree with you on this, because...." • A student asks of other students: "Does anyone have another idea as to how we might figure this out?" • A student asks "What if...?"

Component	3c: Engaging Students in Learning
	<p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.</p> <p>In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.</p> <p>Elements of Component 3c are:</p> <ul style="list-style-type: none"> • Activities and assignments <i>The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.</i> • Grouping of students <i>How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.</i> • Instructional materials and resources <i>The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. While some teachers are obliged to use a school or district’s officially sanctioned materials, many teacher use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.</i> • Structure and pacing <i>No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Activities aligned with the goals of the lesson</i> • <i>Student enthusiasm, interest, thinking, problem-solving, etc</i> • <i>Learning tasks that require high-level student thinking and are aligned with lesson objectives</i> • <i>Students highly motivated to work on all tasks and are persistent even when the tasks are challenging</i> • <i>Students actively “working,” rather than watching while their teacher “works.”</i> • <i>Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection</i>

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags, or is rushed. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Student engagement with the content is largely passive, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. • The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Possible Examples	<ul style="list-style-type: none"> • Students are able to fill out the lesson worksheet without understanding what it’s asking them to do. • The lesson drags, or feels rushed. <ul style="list-style-type: none"> • Students complete “busy work” activities. 	<ul style="list-style-type: none"> • Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle, and end to the lesson. • Parts of the lesson have a suitable pace; other parts drag or feel rushed. 	<ul style="list-style-type: none"> • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. • Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. • There is a clear beginning, middle, and end to the lesson. • The lesson is neither rushed nor drags. 	<ul style="list-style-type: none"> • Students are asked to write an essay “in the style of Hemmingway.” • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson.

Component	3d: Using Assessment in Instruction
	<p>Assessment of student learning plays an important role in instruction; no longer does it signal the <i>end</i> of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.</p> <p>Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.</p> <p>Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component.</p> <p>But as important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment."</p> <p>Elements of Component 3d are:</p> <ul style="list-style-type: none"> • Assessment Criteria <i>It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.</i> • Monitoring of student learning <i>A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.</i> • Feedback to students <i>Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.</i> • Student self-assessment and monitoring of progress <i>The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Teacher paying close attention to evidence of student understanding</i> • <i>Teacher posing specifically-created questions to elicit evidence of student understanding</i> • <i>Teacher circulating to monitor student learning and to offer feedback</i> • <i>Students assessing their own work against established criteria</i> • <i>Teacher adjusting instruction in response to evidence of student understanding (or lack of it)</i>

	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes	<ul style="list-style-type: none"> • The teacher gives no indication of what high quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. <ul style="list-style-type: none"> • Feedback is only global. • The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific, not oriented towards future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer-assessment. • The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work. • The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for at least groups of students. • The teacher attempts to engage students in self- or peer-assessment. • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is specific and timely, and is provided from many sources, including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • The teacher's adjustments to the lesson are designed to assist individual students.
Possible Examples	<ul style="list-style-type: none"> • A student asks: "How is this assignment going to be graded?" • A student asks "Does this quiz count towards my grade?" • The teacher forges ahead with a presentation without checking for understanding. • The teacher says: "good job, everyone." 	<ul style="list-style-type: none"> • Teacher asks: "Does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept. 	<ul style="list-style-type: none"> • The teacher circulates during small group or independent work, offering suggestions to groups of students. • The teacher uses a specifically-formulated question to elicit evidence of student understanding. <ul style="list-style-type: none"> • The teacher asks students to look over their papers to correct their errors. 	<ul style="list-style-type: none"> • The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. • While students are working, the teacher circulates providing substantive feedback to individual students. • The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.

Component	3e: Demonstrating Flexibility and Responsiveness
	<p>“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find that either a lesson is not going as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p> <p>Elements of component 3e are:</p> <ul style="list-style-type: none"> • Lesson adjustment <i>Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher’s store of alternate instructional strategies, and the confidence to make a shift when needed.</i> • Response to students <i>Occasionally during a lesson an unexpected event will occur which presents a true “teachable moment.” It is a mark of considerable teacher skill to be able to capitalize on such opportunities.</i> • Persistence <i>Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Incorporation of student interests and events of the day into a lesson</i> • <i>Visible adjustment in the face of student lack of understanding</i> • <i>Teacher seizing on a “teachable moment”</i>

	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Critical Attributes	<ul style="list-style-type: none"> • Teacher ignores indications of student boredom or lack of understanding. • Teacher brushes aside student questions. • Teacher makes no attempt to incorporate student interests into the lesson. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students. 	<ul style="list-style-type: none"> • Teacher's efforts to modify the lesson are only partially successful. • Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so. 	<ul style="list-style-type: none"> • Teacher successfully makes a minor modification to the lesson. • Teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Teacher successfully executes a major lesson readjustment when needed. • Teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.
Possible Examples	<ul style="list-style-type: none"> • The teacher says: "We don't have time for that today." • The teacher makes no attempt to adjust the lesson based on student confusion. • The teacher says: "If you'd just pay attention, you could understand this." 	<ul style="list-style-type: none"> • The teacher says: "I'll try to think of another way to come at this and get back to you." • The teacher says: "I realize not everyone understands this, but we can't spend any more time on it." • The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson. 	<ul style="list-style-type: none"> • The teacher says: "That's an interesting idea; let's see how it fits." • The teacher illustrates a principle of good writing to a student using his interest in basketball as context. • The teacher says: "Let's try this way, and then uses another approach." 	<ul style="list-style-type: none"> • The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it." • The teacher incorporates the school's upcoming championship game into an explanation of averages. • The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."

Domain 4:	Professional Responsibilities
4a: Reflecting on Teaching	<p>Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.</p> <p>Elements of component 4a are:</p> <ul style="list-style-type: none"> • Accuracy <p><i>As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.</i></p> <ul style="list-style-type: none"> • Use in future teaching <p><i>In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.</i></p> <p>Indicators include:</p> <ul style="list-style-type: none"> • Accurate reflections on a lesson • Citations of adjustments to practice, drawing on a repertoire of strategies

	Unsatisfactory	Basic	Proficient	Distinguished
4a Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	<ul style="list-style-type: none"> • <i>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</i> • <i>The teacher makes no suggestions for improvement.</i> 	<ul style="list-style-type: none"> • <i>The teacher has a general sense of whether or not instructional practices were effective.</i> • <i>The teacher offers general modifications for future instruction.</i> 	<ul style="list-style-type: none"> • <i>The teacher accurately assesses the effectiveness of instructional activities used.</i> • <i>The teacher identifies specific ways in which a lesson might be improved.</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.</i> • <i>Teacher's suggestions for improvement draw on an extensive repertoire.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>Despite evidence to the contrary, the teachers says, "My students did great on that lesson!"</i> • <i>The teacher says: "That was awful; I wish I knew what to do!"</i> 	<ul style="list-style-type: none"> • <i>At the end of the lesson the teacher says, "I guess that went okay."</i> • <i>The teacher says: "I guess I'll try x next time."</i> 	<ul style="list-style-type: none"> • <i>The teacher says: "I wasn't pleased with the level of engagement of the students."</i> • <i>The teacher's journal indicates several possible lesson improvements.</i> 	<ul style="list-style-type: none"> • <i>The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."</i> • <i>In conversation with colleagues, the teacher considers different group strategies for improving a lesson.</i>

Domain 4:	Professional Responsibilities
4b: Maintaining Accurate Records	<p>An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital, as these records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically, using spreadsheets and databases, allowing for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.</p> <p>Elements of component 4b are:</p> <ul style="list-style-type: none"> • Student completion of assignments <i>Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.</i> • Student progress in learning <i>In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.</i> • Non-instructional records <i>Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes • Processes of maintaining accurate non-instructional records

	Unsatisfactory	Basic	Proficient	Distinguished
4b Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	<ul style="list-style-type: none"> • Absence of a system for either instructional or non-instructional records. • Record-keeping systems that are in disarray so as to provide incorrect or confusing information. 	<ul style="list-style-type: none"> • The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information. • The teacher's process for tracking student progress is cumbersome to use. • The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors. 	<ul style="list-style-type: none"> • The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. • The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. • The teacher's process for recording non-instructional information is both efficient and effective. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Students contribute to and maintain records indicating completed and outstanding work assignments. • Students contribute to and maintain data files indicating their own progress in learning. • Students contribute to maintaining non-instructional records for the class.
Possible Examples	<ul style="list-style-type: none"> • A student says, "I'm sure I turned in that assignment, but the teacher lost it!" • The teacher says, "I misplaced the writing samples for my class but it doesn't matter – I know what the students would have scored." • On the morning of the field trip, the teacher discovers that five students never turned in their permission slips. 	<ul style="list-style-type: none"> • A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!" • The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time." • On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. 	<ul style="list-style-type: none"> • The teacher-creates a link on the class website which students can access to check on any missing assignments. • The teacher's grade book records student progress toward learning goals. • The teacher-creates a spreadsheet for tracking which students have paid for their school pictures. 	<ul style="list-style-type: none"> • A student from each team maintains the database of current and missing assignments for the team. • When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals. • When they bring in their permission slips for a field trip, students add their own information to the database.

Domain 4:	Professional Responsibilities
4c: <i>Communicating with Families</i>	<p>Although the ability of families to participate in their child’s learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them about the instructional program, about individual students and they invite them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher’s effort to communicate with families conveys an essential caring on the part of the teacher, valued by families of students of all ages.</p> <p>Elements of component 4c are:</p> <ul style="list-style-type: none"> • Information about the instructional program <i>Frequent information is provided to families, as appropriate, about the instructional program</i> • Information about individual students <i>Frequent information is provided to families, as appropriate, about students’ individual progress</i> • Engagement of families in the instructional program <i>Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Frequent and culturally appropriate information sent home regarding the instructional program, and student progress • Two-way communication between the teacher and families • Frequent opportunities for families to engage in the learning process

	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	<ul style="list-style-type: none"> • Little or no information regarding instructional program available to parents. • Families are unaware of their children's progress. • Lack of family engagement activities. • Culturally inappropriate communication. 	<ul style="list-style-type: none"> • School or district-created materials about the instructional program are sent home. • Infrequent or incomplete information sent home by teachers about the instructional program. • Teacher maintains school-required grade book but does little else to inform families about student progress. • Teacher communications are sometimes inappropriate to families' cultural norms. 	<ul style="list-style-type: none"> • Information about the instructional program is available on a regular basis. • The teacher sends information about student progress home on a regular basis. • Teacher develops activities designed to successfully engage families in their children's learning, as appropriate. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • On a regular basis, students develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process.
Possible Examples	<ul style="list-style-type: none"> • A parent says, "I'd like to know what my kid is working on at school!" • A parent says, "I wish I knew something about my child's progress before the report card comes out." • A parent says, "I wonder why we never see any school work come home." 	<ul style="list-style-type: none"> • A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class." • A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine." • Weekly quizzes are sent home for parent/guardian signature. 	<ul style="list-style-type: none"> • The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc. • The teacher-created monthly progress report sent home for each student. • The teacher sends home a project that asks students to interview a family member about growing up during the 1950's. 	<ul style="list-style-type: none"> • Students-create materials for "Back to School" night that outline the approach for learning science. • Student daily reflection log describes learning and go home each week for a response from a parent or guardian. • Students-design a project on charting family use of plastics.

Domain 4:	Professional Responsibilities
4d: Participating in a Professional Community	<p>Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, and recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees, or engagement with the parent teacher organization. With experience, teachers assume leadership roles in these activities.</p> <p>Elements of component 4d are:</p> <ul style="list-style-type: none"> • Relationships with colleagues <i>Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success</i> • Involvement in a culture of professional inquiry <i>Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice</i> • Service to the school <i>Teachers' efforts move beyond classroom duties by to contributing to school initiatives and projects</i> • Participation in school and district projects <i>Teachers contribute to and support larger school and district projects designed to improve the professional community</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Regular teacher participation with colleagues to share and plan for student success • Regular teacher participation in professional courses or communities that emphasize improving practice • Regular teacher participation in school initiatives • Regular teacher participation and support of community initiatives

	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	<ul style="list-style-type: none"> The teacher's relationship with colleagues is characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school district and community projects. 	<ul style="list-style-type: none"> The teacher has pleasant relationship with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, and school district and community projects. 	<ul style="list-style-type: none"> The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school events and school district and community projects. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and leads events that positively impact school life. The teacher regularly contributes to and leads significant school district and community projects.
Possible Examples	<ul style="list-style-type: none"> The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good. The teacher does not attend PLC meetings. The teacher does not attend any school function after the dismissal bell. The teacher says, "I work from 8:30 to 3:30 and not a minute more – I won't serve on any district committee unless they get me a substitute to cover my class." 	<ul style="list-style-type: none"> The teacher is polite, but never shares any instructional materials with his grade partners. The teacher only attends PLC meetings when reminded by her supervisor. The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance." The teacher only contributes to the district Literacy committee when requested by the principal. 	<ul style="list-style-type: none"> The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings. The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues. The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there. The teacher enthusiastically represents the school during the district Social Studies review and brings her substantial knowledge of U.S. history to the course writing team. 	<ul style="list-style-type: none"> The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching. The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. The teacher leads the school's annual "Olympics" day, involving all students and faculty in athletic events. The teacher leads the school district wellness committee, involving healthcare and nutrition specialists from the community.

Domain 4:	Professional Responsibilities
4e: Growing and Developing Professionally	<p>As in other professions, the complexity of teaching requires continued growth and development, in order to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleague through such activities as joint planning, study groups, and lesson study provide opportunities for teachers to learn from one another. These activities allow for job embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p> <p>Elements of component 4e are:</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill <i>Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction</i> • Receptivity to feedback from colleagues <i>Teachers actively pursue networks that provide collegial support and feedback</i> • Service to the profession <i>Teachers are active in professional organizations serving to enhance their personal practice and so they can provide leadership and support to colleagues</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Frequent teacher attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; feedback freely shared • Participation in professional organizations supporting academic inquiry

	Unsatisfactory	Basic	Proficient	Distinguished
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Critical Attributes	<ul style="list-style-type: none"> • The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attending conferences. 	<ul style="list-style-type: none"> • The teacher participates in professional activities when required or when provided by the school district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to educational professional organizations. 	<ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback. • The teacher actively participates in professional organizations designed to contribute to the profession. 	In addition to the characteristics of “proficient,” <ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.
Possible Examples	<ul style="list-style-type: none"> • The teacher never takes continuing education courses, even though the credits would increase his salary. • The teacher endures the principal’s annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she can simply discard the feedback form. • Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members’ time. 	<ul style="list-style-type: none"> • The teacher politely attends district workshops and professional development days, but doesn’t make much use of the materials received. • The teacher listens to his principal’s feedback after a lesson, but isn’t sure that the recommendations really apply in his situation. • The teacher joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn’t feel it’s worth too much of her time. 	<ul style="list-style-type: none"> • The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year. • The teacher enjoys her principal’s weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day. • The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students’ conceptual understanding. 	<ul style="list-style-type: none"> • The teacher’s principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. • The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. • The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.

Domain 4:	Professional Responsibilities
4f: Showing Professionalism	<p>Expert teachers demonstrate professionalism in both service to students as well as to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective.</p> <p>Elements of component 4f are:</p> <ul style="list-style-type: none"> • Integrity and ethical conduct <i>Teachers act with integrity and honesty</i> • Service to students <i>Teachers put students first in all considerations of their practice</i> • Advocacy <i>Teachers support their students' best interests, even in the face of traditional practice or beliefs</i> • Decision-making <i>Teachers solve problems with students' needs as a priority</i> • Compliance with school and district regulations <i>Teachers adhere to policies and procedures</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Teacher has a reputation as someone who can be trusted and is often sought as a sounding board • During committee or planning work, teacher frequently reminds participants that the students are the utmost priority • Teacher will support students, even in the face of difficult situations or conflicting policies • Teachers challenge existing practice in order to put students first • Teacher consistently fulfills school district mandates regarding policies and procedures

	Unsatisfactory	Basic	Proficient	Distinguished
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher is dishonest.</i> • <i>Teacher does not notice the needs of students.</i> • <i>The teacher engages in practices that are self-serving.</i> • <i>The teacher willfully rejects school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest.</i> • <i>Teacher notices the needs of students, but is inconsistent in addressing them.</i> • <i>Teacher does not notice that some school practices result in poor conditions for students.</i> • <i>Teacher makes decisions professionally, but on a limited basis.</i> • <i>Teacher complies with school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest and known for having high standards of integrity.</i> • <i>Teacher actively addresses student needs.</i> • <i>Teacher actively works to provide opportunities for student success.</i> • <i>Teacher willingly participates in team and departmental decision-making.</i> • <i>Teacher complies completely with school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</i> • <i>Teacher is highly proactive in serving students.</i> • <i>Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</i> • <i>Teacher takes a leadership role in team and departmental decision-making.</i> • <i>Teacher takes a leadership role regarding school district regulations.</i>

	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> • The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues. • The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother can't afford daycare. • The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs. • When one his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities. • The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break. 	<ul style="list-style-type: none"> • The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her. • The teacher considers staying late to help some of her students in after- school daycare, but realizes it conflicts with her gym class so she decides against it. • The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of. • When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance. • The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair. 	<ul style="list-style-type: none"> • The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately. • Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons. • The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. • The English department chair says, "I appreciate when attends our after school meetings – he always contributes something meaningful to the discussion. • The teacher learns the district's new online curriculum mapping system and writes in all of her courses. 	<ul style="list-style-type: none"> • When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom she knows can be relied on for expert advice and complete discretion. • After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students who have come to love the after-school sessions. • The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students. • The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss. • When the district adopts a new web-based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation.

Monroe 2-Orleans BOCES

~~APPR FORMS~~

*B2UP Annual Professional
Performance Review
Non-3012-d Members*

Non-Tenured/Probationary Forms



- SAMPLE -

Dear Staff Member:

Welcome to the new school year. Please contact (name) to schedule your initial Annual Professional Performance Review (APPR) conference. All conferences must be completed prior to November 12 **15**. Priority in scheduling will be given to non-tenured staff. Our meeting will be approximately one hour in length.

During the APPR initial conference we will:

- outline the process
- review the rubric
- review previous year's performance data (if available)
- create/review performance goals within rubric area
- identify professional development needs
- schedule observations as appropriate

Please familiarize yourself with the attached packet prior to your initial APPR conference and be prepared to identify performance goals within the rubric area.

Thank you.



Monroe 2-Orleans BOCES

B2UP ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Non-3012-d Members Form:

DIRECTED Non-Tenured/Probationary Process

Staff Member: _____ Position: _____

Evaluator: _____

School year: _____

I. Initial APPR Conference

Date: _____

- ~~a) Employee status (please check one)
 _____ Non tenured/probationary
 _____ Directed tenured/permanent~~
- b) Outline process, **including forms and timeline**
- c) Review **evaluation** rubric
- d) Review previous year's performance data (if available)
- e) ~~Create or review/modify performance/learning goal(s) aligned to rubric: **What is your goal(s) for the year?**~~

- f) ~~Identify professional development (related to performance/learning goals): **What formal Professional Development (if applicable) is needed to assist with meeting this goal(s)?**~~

- ~~g) Activities to meet goal(s):
 _____ (Must indicate how activities relate to performance/learning goal(s) and rubric)
What resources, activities, collegial or supervisory supports are needed to assist with meeting this goal(s)?~~

- ~~h) Evaluation of Evidence of Activities:
 (How will you know progress was made or goal(s) were met?) **What evidence will staff members use to demonstrate goal(s) attainment?**~~



Monroe 2-Orleans BOCES

*B2UP Non-3012-d Members
Non-Tenured/Probationary*

Pre-Observation Report

Name: _____

Date of Pre-observation: _____

Subject/Area: _____

Observer: _____

Time: _____

Date of Observation: _____

Lesson/Activity: _____

Directions: For each rubric area, please answer the appropriate question as it pertains to your **job role**. Do not answer both questions. *Union members can submit a lesson/therapy plan or Professional Development/meeting plan with same information.*

1. Demonstrating Knowledge of Content and Pedagogy

Please explain how this lesson or therapy session demonstrates your knowledge of content and/or pedagogy.

OR

Please explain how this meeting or professional development demonstrates your knowledge of content, adult learning theory and pedagogy.

2. Demonstrating Knowledge of Students

Please explain how you used knowledge of students to develop this lesson or therapy session and how decisions about student groupings were made.

OR

Please explain how you used your knowledge of participants to develop content for this meeting or professional development.

3. Setting Instructional Goals

Please explain how you set the goals/outcomes for this lesson or therapy session. What will students learn or be able to do as a result of this lesson/session?

OR

Please explain how you set the goals/outcomes for this meeting or professional development. What will participants learn or be able to do as a result of this meeting/professional development?

4. Demonstrating Knowledge of Resources

Please describe the resources that were used to plan/develop this lesson or therapy session. What resources will be used by students during the lesson or therapy session?

OR

Please describe the resources that were used to plan/develop this meeting or professional development. What resources will be used by participants during the meeting/professional development?

5. Designing Coherent Instruction

Please describe your plan for this lesson or therapy session. What learning experiences will be provided to the student? How will these experiences be differentiated for students?

OR

Please describe your plan and/or agenda for this meeting or professional development. What activities will the participants engage in? How will these activities be differentiated for participants?

6. Designing Student Assessments

Please describe how the goals/outcomes of this lesson or therapy session will be assessed. How will you know if the students met the goals/outcomes? How will you use this information in the future?

OR

Please describe how the goals/outcomes of this meeting or professional development session will be assessed. How will you know if the participants met the goals/outcomes? How will you use this information in the future?

7. How does this activity relate to your goals for the year?

8. What specific feedback are you looking for from the observer?



Monroe 2-Orleans BOCES
B2UP Non-3012-d Members
Non-Tenured/Probationary

Observation Report

Evaluator's Narrative Summary: (see performance rubric) *Script (see evaluation rubric)*

Observation Report (continued)

A large, empty rectangular box with a thin red border, occupying most of the page. It is intended for the user to write an observation report. The box is completely blank, with no text or markings inside.



Monroe 2-Orleans BOCES

*B2UP Non-3012-d Members
Non-Tenured/Probationary*

Post Observation Comments:

Summary of Discussion

1. Summary of discussion (align questions, discussion, etc., to the evaluation rubric):

2. Areas of strength identified in the observation (include evidence from script aligned to the evaluation rubric; use rubric language to explain why this is a strength):

3. Areas of growth identified in the observation (include evidence from script aligned to the evaluation rubric; use rubric language to explain why this is an area of growth):

*4. Review of rubric components not yet demonstrated to the evaluator: **Domain 4 discussion of areas of strength and growth:***

Evaluator's signature: _____ Date: _____

Staff member's signature: _____ Date: _____



Monroe 2-Orleans BOCES

B2UP ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Non-3012-d Members Form: Non-Tenured/Probationary Process

Staff Member: _____ **Position:** _____

Evaluator: _____

School year: _____

II. Final APPR Conference **Date:** _____

- a) Discuss progress toward identified performance/learning goal(s):

- b) Review of evaluation rubric:**

- c) Areas of strength *(based on evaluation rubric)*:

- d) Areas for growth *(based on evaluation rubric)*:

- e) Please provide evidence of goal(s) attainment. If goal(s) was not attained, explain progress toward meeting the goal(s):**

- f) Set goal(s) for next year:

Evaluator's signature: _____ Date: _____

Staff member's signature: _____ Date: _____

Distribution: Personnel File
Supervisor
Employee

Danielson Final Rubric Rating

Name: [Click here to enter text.](#)

Non-3012-d Members Final Evaluation Rubric Rating Form

Domain 1: Planning and Preparation				
1a. Demonstrating knowledge of content and pedagogy	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
1b. Demonstrating knowledge of students	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
1c. Setting instructional outcomes	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
1d. Demonstrating knowledge of resources	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

1e. Designing coherent instruction	Comments: Click here to enter text.			
1f. Designing student assessments	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
Domain 2: The Classroom Environment				
2a. Creating an environment of respect and rapport	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
2b. Establishing a culture for learning	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
2c. Managing classroom procedures	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

2d. Managing student behavior	Comments: Click here to enter text.			
2e. Organizing physical space	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
Domain 3: Instruction				
3a. Communicating with students	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
3b. Using questioning and discussion techniques	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
3c. Engaging students in learning	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

3d. Using assessment in instruction	Comments: Click here to enter text.			
3e. Demonstrating flexibility and responsiveness	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
Domain 4: Professional Responsibilities				
4a. Reflecting on teaching	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
4b. Maintaining accurate records	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
4c. Communicating with families	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

4d. Participating in professional community	Comments: Click here to enter text.			
4e. Growing and developing professionally	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			
4f. Showing professionalism	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
	Comments: Click here to enter text.			

Evaluator's Signature: _____ Date: _____

Staff Member's Signature: _____ Date: _____

Monroe 2-Orleans BOCES

**TEACHER APPR IMPROVEMENT PLAN FORMAT
(General)**

This _____ week improvement plan is individually developed to address performance areas in need of improvement. This improvement plan will be reviewed _____ in order to monitor the employee’s progress in the areas identified in need of improvement.

NAME: _____

TITLE: _____

DEPARTMENT: _____

SUPERVISOR: _____

AREA(S) OF CONCERN	PERFORMANCE INDICATORS	ACTION STEPS	PROGRESS REVIEWED/DATE

Employee’s Signature: _____ Date: _____

Supervisor’s Signature: _____ Date: _____

Monroe 2-Orleans BOCES

***B2UP Annual Professional
Performance Review
Non-3012-d Members
Tenured/Permanent Forms***



- SAMPLE -

Dear Staff Member:

Welcome to the new school year. Please contact (name) to schedule your initial Annual Professional Performance Review (APPR) conference. All conferences must be completed prior to November 12 **15**. Priority in scheduling will be given to non-tenured staff. Our meeting will be approximately one hour in length.

During the APPR initial conference we will:

- outline the process
- review the rubric
- review previous year's performance data (if available)
- create/review performance goals within rubric area
- identify professional development needs
- schedule observations as appropriate

Please familiarize yourself with the attached packet prior to your initial APPR conference and be prepared to identify performance goals within the rubric area.

Thank you.



Monroe 2-Orleans BOCES

B2UP ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Non-3012-d Members Form:

SELF-DIRECTED *Tenured/Permanent* Process

Staff member: _____ Position: _____

Evaluator: _____ School year: _____

I. Initial APPR Conference

Date: _____

- a) Outline process, ***including forms and timeline***
- b) Review staff evaluation rubric
- c) Review previous year's performance data ***(if available)***
- d) Create or review/modify performance/learning goal(s) aligned to rubric: ***What is your goal(s) for the year?***

e) Identify professional development (related to performance/learning goals): ***What formal Professional Development (if applicable) is needed to assist with meeting this goal(s)?***

f) ~~Activities to meet goal(s):~~
~~_____ (Must indicate how activities relate to performance/learning goal(s) and rubric.)~~
What resources, activities, collegial or supervisory supports are needed to assist with meeting this goal(s)?

g) ~~Evaluation of Evidence of Activities:~~
~~(How will you know progress was made or goals were met?)~~ ***What evidence will staff members use to demonstrate goal(s) attainment?***



Monroe 2-Orleans BOCES

B2UP ANNUAL PROFESSIONAL PERFORMANCE REVIEW

**Non-3012-d Members Form:
Tenured/Permanent Process**

Staff member: _____ **Position:** _____

Evaluator: _____ **School year:** _____

II. Final APPR Conference

Date: _____

- a) Discuss progress toward identified performance/learning goal(s):

- b) Areas of strength *(based on evaluation rubric)*:

- c) Areas for growth *(based on evaluation rubric)*:

- d) Please provide evidence of goal(s) attainment. If goal(s) was not attained, explain progress toward meeting the goal(s):*

- e) Set goal(s) for next year:

Evaluator's signature: _____ Date: _____

Staff member's signature: _____ Date: _____

Distribution: Personnel File
Supervisor
Employee

Monroe 2-Orleans BOCES

**~~TEACHER~~ APPR IMPROVEMENT PLAN FORMAT
(General)**

This _____ week improvement plan is individually developed to address performance areas in need of improvement. This improvement plan will be reviewed _____ in order to monitor the employee’s progress in the areas identified in need of improvement.

NAME: _____

TITLE: _____

DEPARTMENT: _____

SUPERVISOR: _____

AREA(S) OF CONCERN	PERFORMANCE INDICATORS	ACTION STEPS	PROGRESS REVIEWED/DATE

Employee’s Signature: _____ Date: _____

Supervisor’s Signature: _____ Date: _____



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Revised Edition July ~~2021~~ **2023**

10. New Business

15. Resolution to Approve State Approved Teacher Annual Professional Performance Review (APPR) Plan 2023-24 (Marijo Pearson/Tom Schulte)

MONROE 2-ORLEANS BOCES

***BOCES 2 United Professionals
State-Approved***

Teacher Annual Professional

Performance Review Plan

2022-2023

2023-2024



Board Approved _____

ANNUAL PROFESSIONAL PERFORMANCE REVIEW

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I. Monroe 2-Orleans BOCES Mission and Vision

Mission

We provide quality, cost-effective educational services in partnership with school districts and the community in a manner that supports excellence and equity for all learners. We are committed to customer satisfaction, continuous improvement, and personal and professional growth.

Vision

Monroe 2–Orleans BOCES is the educational partner of choice. We strive for continuous improvement in serving the diverse needs of our community,

helping all students achieve their full potential.



II. Introduction

The Monroe 2-Orleans BOCES Board recognizes that continuous improvement of staff is directly correlated to student achievement. It is further understood that supervision and evaluation of personnel is a critical component of continuous improvement. As agreed upon by the Chief Executive Officer and the ~~Teachers Association~~ **BOCES2 United Professionals (B2UP)**, and approved by the New York State Education Department (NYSED), an annual evaluation will be used to improve instruction and promote continued staff development in alignment with the NYS Teaching Standards and New York State Learning Standards.

III. Applicability

The process described herein shall be applicable to the following different unit members: Classroom teachers, as that term is defined in §80-1.1 of the Commissioner's regulations. A teacher performing instructional support services for more than 40% of his/her time will not be included in the definition of classroom teacher unless he/she is also serving as a teacher in the classroom teaching service for 40% or more of his/her time.

IV. Plan Requirements

Under Education Law §3012-d, each teacher must receive an APPR score using a two (2)-category matrix system that includes student performance and teacher observation. This APPR plan will result in teachers covered under §3012-d receiving an annual rating of "Highly Effective," "Effective," "Developing," or "Ineffective." Ratings which will be determined by the following measures:

Student Performance Category: This portion of the plan includes student growth based on a state-provided growth score; for grades/subjects where no state assessment or Regents exam currently exists, an SLO based on district-determined assessment that has been state approved.

Teacher Observation Category: This portion of the plan includes teacher observations by a principal, supervisor or other trained administrators.

Each teacher will be observed multiple times throughout the school year via unannounced observations and/or announced observations. These observations will be rated using the Framework for Teaching Rubric (2011 Revised Edition).

The matrix below will be used to determine a teacher’s composite rating based on the two categories of the evaluation.

Two Category Matrix used for Annual APPR Score

Categories	Teacher Observation				
	Ratings	Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

The intent of the evaluation system is to foster a culture of continuous growth for professionals, to provide a clear process of evaluation that uses an established set of criteria or rubrics that define a professional process, and to create collegial environment that promotes conversation and reflection about their craft in order to extend and enhance professional practice.

The APPR is required to be a significant factor in employment decisions* including, but not limited to: retention, tenure determination, and termination. Each decision is to be made in accordance with statutes and regulations, which are locally developed and collectively bargained.

~~*State growth scores or SLO’s based on the NYSED 3-8 ELA or Math will not factor into employment decisions for the 2022-2023 school year.~~

The BOCES Board will adopt an APPR plan by ~~July 1~~ **August** of each school year. The BOCES shall submit the plan on a form prescribed by the Commissioner to the State Education Department for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan resubmitted. If all the terms of the plan have not been finalized by July 1 as a result of pending collective bargaining, then the BOCES shall submit the APPR to the Commissioner upon resolution of all its terms, consistent with Article Fourteen of the Civil Service Law. It is understood by both parties that the district shall not unilaterally impose the APPR under any conditions and any changes to the APPR must be collectively bargained.

Both the BOCES and the ~~BOCES 2 Teacher Association~~ (~~B2TA~~ **B2UP**) agree that all forms needed to support the APPR plan will be collaboratively created and mutually agreed upon.

V. Collection and Reporting of Teacher and Student Data

The BOCES and the ~~B2TA~~ **B2UP** shall use the following verification procedure to ensure that all determinations for teachers of record have been made accurately and in a manner consistent with the standards established by the Commissioner's Regulations prior to using student growth and/or achievement data in an APPR. The BOCES shall designate a Data Coordinator who shall not be a unit member and who shall be in charge of this process. The Data Coordinator shall be in charge of collecting required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data.

Teacher of Record Determination Procedure

The BOCES will report teacher and student data, including enrollment, attendance data and any other student, teacher, school, course and student/teacher linkage data necessary in a format and timeline prescribed by the Commissioner. The information will be submitted through the Student Management Systems.

Each classroom teacher will have the opportunity to verify the subjects and/or students assigned to them through the Student Management System and the NYSED designated system. An opportunity will be provided for every classroom teacher to verify the subjects and/or student rosters assigned to them no later than the last day of the first week of each semester during the school year. Verification of students taking state assessments shall take place at the time the test is administered.

Any discrepancies identified during verification must be brought to the evaluator's attention. Discrepancies must be identified in writing within three (3) school days from the receipt of the information from the BOCES by the teacher of record. The evaluator will notify the teacher in writing of the action taken regarding the identified discrepancies within five (5) school days of receipt of notification by teacher.

Changes to a teacher's student roster (e.g. new student, withdrawn student, transfer, change in program, etc.) will be communicated to the teachers involved via the BOCES Student Change Form.

Reporting Scores

The BOCES District Superintendent or his/her designee shall be responsible for reporting to the NYSED the **category ratings and composite scores** for each covered classroom teacher in the BOCES. This shall be done in a format and timeline prescribed by the Commissioner. All classroom teachers covered by this requirement will be afforded the opportunity to review and verify the final data attributed to them no later than the last day of their work year or five (5) business days before it is sent to the NYSED, if submission occurs prior to the last day of their work year.

The entire evaluation, including NYSED provided scores, must be completed and provided to each unit member as soon as practical, but in no case later than September 1 of the next school year for which the unit member's performance is being measured.

Furthermore, the BOCES will adhere strictly to the requirements for reporting category and matrix ratings to the NYSED established by regulations; a unique identifier will be used. An evaluator shall not submit any names of individual teachers, written assessment, category or matrix rating of an individual teacher to any outside agency or person, without the prior written authorization of the Association, or unless required to do so by law.

VI. Student Performance Assessment Development and Security

The Data Coordinator shall be responsible for overseeing the assessment development, security and scoring processes utilized by the BOCES.

Assessment Development

Locally or regionally developed assessments of student achievement provide opportunities for professional development and building local capacity. The BOCES will encourage the development of assessments by teams of teachers or through collaboration with area school districts. Rubric tools, as identified within this plan, will be used to verify comparability and rigor. All local or regionally developed assessments, and third-party assessments must be approved by NYSED under 3012-d.

Assessment Security

It is understood that any assessments or measures used for the purpose of teacher evaluation will not be disseminated in advance to students, teachers or principals. Scoring of assessments must be done by educators who do not have a vested interest in the assessments they score.

VII. Training for Evaluators and Teachers (Staff)

Evaluators

Only fully NYS certified evaluators (SAS, CAS, SBL, SDL, Certificate of Internship, etc.), that have been hired as evaluators in the BOCES may evaluate teachers.

Any fully certified evaluator (see definition above) who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-d and the implementing Regulations of the Commissioner of Education prior to completion of teacher evaluations. The BOCES District Superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation.

The BOCES will work to ensure that lead evaluators and independent evaluators maintain inter-rater reliability over time and that they are recertified as required by Education Law §3012-d, receiving updated training on any changes in the law, regulations or applicable collective bargaining agreements.

Any evaluation or APPR rating that is determined in whole or in part by an evaluator who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all employment decisions.

The BOCES District Superintendent will maintain records of certification and training of lead evaluators, including independent evaluators. In the event that an evaluator does not successfully complete the required certification/training prior to the completion of teacher evaluations, the BOCES District Superintendent will notify the ~~B2TA~~ **B2UP** President in writing. The notification to the ~~B2TA~~ **B2UP** President will occur by June 1 of the school year.

Teachers (staff)

Recognizing that an understanding of the content and use of the APPR plan is beneficial to both the BOCES and the ~~B2TA~~ **B2UP**, collaboration between both parties will guide the initial implementation and implementation of future revisions to this plan. Therefore, both the BOCES and the ~~B2TA~~ **B2UP** will share the responsibility and work in partnership to provide initial training and any necessary future training for the APPR plan.

A copy of the APPR plan will be provided electronically to unit members on the first day of work each year.

Training for newly hired professional staff (teachers) subject to the BOCES APPR will be done during "New Teacher Orientation" each year. New teachers commencing employment during the school year will receive training as designed by the Assistant Superintendent of Curriculum, Instruction and Professional Development.

VIII. Teacher Observation Category

Unit member appraisals will be based on evidence collected via the processes detailed below and subsequently discussed during other natural professional conversations. Other natural professional conversations shall be defined as ongoing conversations between a unit member and his/her evaluator that focus on professional practice, rubric scoring, targeted feedback and suggested instructional modifications, and professional development.

The BOCES and ~~B2TA~~ **B2UP** agree to use the Framework for Teaching Rubric (2011 Revised Edition) ("Rubric") approved by **NYSED** which will be used for the observation section of the teacher's overall evaluation. Evidence of effectiveness will come from multiple observations.

1) Observation Framework

New York State requires that teachers are observed by multiple certified evaluators. Evaluators include Lead Evaluators and Independent Evaluators. Lead Evaluators are the principals or supervisors within the building or program they administer. Independent evaluators are observers who are NOT in the building or program in which they administer.

- A) Unit members' yearly evaluations will consist of observations that are announced and unannounced.
- B) Unit members will be evaluated utilizing the agreed upon rubric.
- C) Rating Observations/Calculating Scores:
Scores will be calculated by assigning a rating to each component area observed or discussed during the observation (e.g.: Domain 1a) of: Highly Effective, Effective, Developing or Ineffective. ***Components not observed or discussed will not be in the rating calculation.***
- D) Once a rating is assigned, then a corresponding number shall be assigned to each rating as follows: 4 for Highly Effective, 3 for Effective, 2 for Developing, and 1 for Ineffective.
- E) All scores, once averaged together will follow the rules of rounding to the nearest one hundredth.
- F) The final score, 1-4 will be averaged together and based on the percentages agreed to for each observation method. A rating will then be assigned based on the chart below:

Rating	Observation HEDI Ranges
Highly Effective (H)	3.5 - 4
Effective (E)	2.5 - 3.49
Developing (D)	1.5 - 2.49
Ineffective (I)	0 - 1.49

- G) In the event that a teacher earns a score of 1 on *all* rated components of the rubric across all observations, a score of 0 will be assigned.
- H) Observation ratings will be recorded on the observation form.
- I) Tenured unit members will be observed a minimum of two (2) times throughout the school year consisting of one announced and one unannounced.
- J) Non-tenured unit members will be observed a minimum of three (3) times throughout the school year consisting of two announced and one unannounced. ***For CTE Transitional Certificate holders, 3 observations per year will be capped at 4 years.***

2) Observation Definitions

Observations are visits to the classroom made by a supervisor, lead evaluator or independent evaluator to obtain information about the instructional program and teacher performance in the classroom as they relate to one or more of the unit member appraisal criteria. This information will be utilized to assist the teacher in the improvement of instruction and student achievement.

Announced observation will be defined as an observation of which the teacher has prior knowledge of the observation date and time. Scheduling of the announced observations will occur collaboratively between the evaluator and unit member. Announced observations will constitute 90% of the Observation Category score.

Unannounced observation will be defined as an observation by an independent evaluator of which the teacher has no prior knowledge of the observation date and time. Unannounced observations by an independent evaluator will constitute 10% of the Observation Category score.

3) Observation Process

All observations will be completed by ~~April 14~~ **May 1** of the school year. Feedback will be provided after each observation (announced and unannounced). Evidence will be aligned to the components of the rubric to provide teachers with a clear understanding of what they did well and what they need to work on.

A) For tenured unit members:

Tenured unit members will follow the observation schedule below:

Lead Evaluator: One announced observation with a pre- and post-conference, totaling 90% of the teacher observation component.

Independent Evaluator: One unannounced observation with no pre- or post-conference. Only evidence from Domain 2 and 3 will be collected at this time, totaling 10% of the teacher observation component.

The announced observation will be completed ~~no later than January 13~~ **prior to February Break** of each year and will take place before the unannounced observation.

B) For non-tenured unit members:

Non-tenured unit members will follow the observation schedule below:

Lead Evaluator: Two announced observations with a pre- and post-conference, totaling 90% of the teacher observation component.

Independent Evaluator: One unannounced observation with no pre- or post-conference. Only evidence from Domain 2 and 3 will be collected at this time, totaling 10% of the teacher observation component.

Only one announced observation may occur each semester. The unannounced observation will take place between the two (2) announced observations and may take place in either semester.

4) **Announced Observation Overview**

A) Pre-Observation Meeting

The pre-observation meeting will take place no more than five (5) and no less than one (1) school day(s) prior to the scheduled observation. Upon mutual agreement between the evaluator and the unit member, a pre-observation meeting can take place on the same day as the observation. Teachers will be given at least five (5) days prior notice before the pre-observation meeting in order to have sufficient time to complete the pre-observation form.

The purpose of this meeting will be to discuss the class and lesson to be observed. Domains and/or components that are not observable during the classroom observation may be observed during any pre-observations, post-observations or other natural conversations between teacher and evaluator. In this meeting the unit member and evaluator will review relevant measurable criteria that may not be seen in the lesson but are critical of the process.

B) Classroom Observation

Announced observations will last for at least thirty (30) minutes but no more than forty-five (45) minutes. Start and end times will be mutually determined at the pre-observation meeting. Observations will not be scheduled the day before or after a holiday/break.

If the evaluator or unit member is unable to meet the scheduled observation time and date, or the evaluator is unable to stay for the entire scheduled time period, that observation will be rescheduled. The person that cancels an observation or the evaluator that is unable to stay the required time has the responsibility to reschedule the observation within five (5) school days. The record (script) of observed evidence and preliminary alignment to the rubric will be sent to the teacher ***no less than twenty-four (24) hours*** prior to the post-observation conference.

C) Post-Observation Meeting

The post-observation meeting will take place no more than ten (10) school days following the lesson that was observed.

The purpose of this meeting is to continue professional dialogue, specifically based on the rubric and evidence that was observed during the lesson and to discuss the observation as it relates to Domains 1-4. The evaluator will discuss and review scripted notes and evidence alignment that is relevant to that particular observation. The evaluator and teacher will also discuss the evidence specific to Domains 1-4 providing feedback to the teacher on the evidence related to that particular observation. The Post-Observation Meeting Form will be utilized to document the discussions above. Within five (5) school days following the collaborative discussion of the post-observation meeting, unit members will be provided with written feedback, all documentation and the observation rating.

Upon receipt, unit members will review, comment, date, sign and return the observation form to his/her evaluator within five (5) school days. Supporting documentation supplied by the unit member may be attached to the observation form for areas in which there are disagreement(s) between the evaluator and the unit member.

- D) Each component of the specific domain will be rated 1-4 by the evaluator. Components that are not observed will not be included in the calculation for that domain or the observation as a whole. The point values of each component within a specific domain are totaled and divided by the total number of observed components within that domain. The observation score will be determined by weighting each domain according to the table below.

Domains	Weighting Factor
1	.25
2	.27
3	.35
4	.13

E) Additional Announced Observation

If a unit member is not satisfied with the ratings assigned by the lead evaluator, the unit member may request one (1) additional announced observation within thirty (30) calendar days of receipt of the announced observation rating. Tenured and non-tenured teachers may only request one (1) additional announced observation per school year. The additional announced observation will follow the same prescriptive pattern as the original announced observation. The purpose of the additional observation will be to address the areas of concern raised in the earlier post-observation meeting. The ratings will be recorded along with the ratings from the previous observation(s) on the observation form. The new ratings and evidence will be dated. If an additional announced observation takes place, then the total score for each announced observation will be combined and the average will be the final rating.

5) Unannounced Observation Overview

Unit members will be provided with prior notice of no less than twenty-four (24) hours and no more than seventy-two (72) hours for an upcoming unannounced observation.

During the school year an independent evaluator will complete one (1) unannounced observation of all unit members using the observation form. Unannounced observation will last no less than ten (10) minutes and no more than twenty (20) minutes. Domains 2 and 3 of the Danielson rubric will be the only focus during this observation. Observations will not be scheduled the day before or after a holiday/break.

The unannounced observation will only include observable components from Domains 2 and 3. Each domain will be weighted .50.

Domains	Weighting Factor
2	.50
3	.50

The report will include an overall score for the unannounced observation based on a 4 point scale as prescribed by Commissioner's Regulation. The score will be determined by adding the individual component rating for each domain, dividing the total by the number of observable components and multiplying that number by .50. The two domain scores will then be added and the resulting number is the score for the observation that constitutes the 10% section. This number will be added to the 90% section score and converted to a HEDI rating that represents the Teacher Observation Category consistent with the standards prescribed by the Commissioner's Regulation.

A post-observation communication (phone, email, meeting) will occur between the independent evaluator and the unit member prior to the independent evaluator scoring the observation. Supporting documentation supplied by the unit member may be attached to the observation form for areas in which there are disagreement between the evaluator and the unit member. Within five (5) school days following the communication, the unit member will be provided with the completed observation report. Upon receipt, the unit member will review, comment, date, sign and return observation form to his/her evaluator within five (5) school days.

The unit member has the right to ask for one (1) additional unannounced observation within thirty (30) calendar days of receipt of the unannounced observation rating of Developing or Ineffective. Tenured and non-tenured teachers may only request one (1) additional announced observation per school year. When more than one unannounced observation takes place, the best score will be the final rating.

All observable NYS Teaching Standards must be assessed at least once on an annual basis.

IX. Student Performance Category

The Student Performance Category of the APPR per state law is not collectively bargained and is contained herein for informational purposes. Student growth is defined as the change in student achievement between two points in time.

In accordance with §3012-d, unit members will have a required student growth score. Unit members who do not have a state provided growth score will be required to have a Student Learning Objective (SLO). The Student Learning Objective (SLO) process will be employed as prescribed by NYSED. Teachers will work individually and collaboratively with their evaluator to write the SLO and determine student growth targets. The final decision as to the student growth targets shall be determined by the evaluator. In order to have SLO's developed by November 11 of each school year, the classroom teachers of subjects where there is no state-provided measure of student growth will use their completed BEDS data to determine the student population majority and number of SLOs necessary. Students entering after February 4 will not be placed on a teacher's roster for the purposes of the APPR. For CTE Middle Skills courses, students entering after November 11 will not be placed on the teacher's roster for the purposes of the APPR.

The HEDI points and rating for this section will be based on the percentage of students meeting their growth targets. The NYSED required HEDI conversion chart for the student growth measure for this Student Performance Category of the APPR is below:

Teacher Performance Scoring Ranges: SLOs

Highly Effective	Effective	Developing	Ineffective
18-20 points	15-17 points	13-14 points	0-12 points
90-100% of students meeting or exceeding expected growth targets.	75-89% of students meeting or exceeding expected growth targets.	60-74% of students meeting or exceeding expected growth targets.	0-59% of students meeting or exceeding expected growth targets.

Student performance targets will be established by the unit member and evaluator at the initial APPR meeting, which shall be no later than November 11 or 30 school days after their start date. Student performance data will be reviewed at this time to assist with target setting.

To meet the requirements of student performance the following SLO's will be used:

A. Career and Technical Education SLO

All CTE teachers will have an SLO based on the results of CTE students' ~~ELA 11 Regents~~ **21st Century Skills Assessment for Workplace Success by NOCTI**. All teachers will receive the same 0-20 HEDI point score based on the percentage of all CTE students meeting targets.

- 1) ~~Student ELA 11 scores will count toward the SLO whether they take the exam during their 11 grade or 12 grade year.~~

- 2) All students shall have a target that represents one year of growth. ~~For regular education students the target score is 65. For special education students the target score is 55.~~
- 3) The SLO will be based on the percentage of students who meet the target student performance on **NOCTI** ~~the ELA 11 Regents~~. Percentage will be calculated by dividing the number of students that meet the target for the assessments by the total number of students that take the assessments identified in 1 and 2 above.

B. Exceptional Children SLO and Westside Academy SLO

Student Learning Objectives (SLOs) for all K-12 Department of Exceptional Children teachers will be based upon the NYS Approved Student Performance Measure – Monroe 2-Orleans BOCES State Approved Literacy Task (SALT). The SLO will be a department-wide SLO based upon student growth and targets set on the assessments. All teachers will receive the same 0-20 HEDI point score based on the percentage of all students meeting targets.

- 1) *All students shall have a target that represents one year of growth.*
- 2) *The SLO will be based on the percentage of students who meet the target student performance on SALT assessment. Percentage will be calculated by dividing the number of students that meet the target for the assessments by the total number of students that take the assessments identified.*

~~Westside Academy teachers and special education teachers will fall into one of three areas for their SLO:~~

- ~~Group 1: Grades 3-8 ELA and Math New York State Growth Score~~
- ~~Group 2: Courses ending in a New York State assessment in which you must write a SLO specific to the New York State assessment~~
- ~~Group 3: Group SLO~~

The chart below outlines the SLO for each group identified above:

Group	Definition/Teachers	SLO
1	3-8 ELA and Math Teachers	Department wide SLO based state-approved literacy assessments.
2	<ul style="list-style-type: none"> • Any teachers whose students take a Regents exam • Grades 4 and 8 science teachers • Any teachers whose students take the NYSAA or NYSELAT 	<ul style="list-style-type: none"> • If minimum of 51% of students take a state assessment, they must have an SLO for that state assessment(s). • Teacher and Supervisor will decide if an additional SLO will be used based on the linked state-approved literacy assessment for all

		<p>students on the teacher's rosters.</p> <ul style="list-style-type: none"> Multiple SLOs will be calculated proportionally based on the number of students in each SLO, to arrive at one score and rating.
3	Other classroom teachers (courses that do not end in a NYS assessment)	Department-wide SLO based on state-approved literacy assessments.

Assessments will be administered in a way that ensures students are only tested once for the purpose of the SLO.

C. Westside Academy SLO

Student Learning Objectives (SLOs) for all Westside Academy teachers will be based upon the NYS Approved Student Performance Measure - Monroe 2-Orleans BOCES State Approved Literacy Task (SALT) and NYs Regents or 8th grade Science results. For teachers whose courses end in a Regents exam or 8th grade science – their SLO will be based on the scores of those students. If their caseload does not include 51% of their students taking a Regents exam, their SLO will be based also on how their students perform on the SALT assessment. For teachers whose courses do not end in a Regents exam, their SLOs will be based upon the SALT assessment as a department-wide score.

X. APPR Transition Period

Sections 30-2.14 and 30-3.17 were added to the Regulations to provide for a transition period for annual professional performance reviews (APPRs). During the transition period (2016-17 through 2022-2023), transition scores and HEDI ratings will be generated and used to replace the scores and HEDI ratings for teachers whose HEDI scores are based, in whole or in part, on state assessments in grades 3-8 ELA or math (including where state provided growth scores are used). **The transition period will extend through the 2022-2023 school year or until a new plan is negotiated.**

During the transition period (2016-17 through 2022-2023), teachers whose student performance score and rating is based upon NYS 3-8 ELA and math assessments, an alternate SLO shall be developed by the district/BOCES consistent with guidelines prescribed by the Commissioner using assessments approved by the Department that are not 3-8 ELA and math state assessments. This could include any other state assessments, e.g., the grade 4 and 8 state science assessments, Regents examinations or any locally developed state-approved assessments.

State provided growth scores will continue to be computed for advisory purposes only and overall HEDI ratings will continue to be provided to teachers and principals based on such growth scores. However, during the transition period, only the transition score and rating will be used for purposes of employment decisions, including tenure determinations and for purposes of proceedings under Education Law §3020-a and 3020-b and teacher and principal improvement plans and the individual's employment record.

~~Parents and guardians, upon request, shall receive their child's teacher's original composite rating and the transition rating, along with an explanation of such transition composite rating.~~

~~Transition and original scores and ratings must be provided to teachers by September 1 or as soon as practicable thereafter. This follows the year in which the teacher is evaluated. The BOCES and the B2TA agree that teachers will not be penalized in any way because of such data not being received in a timely manner, which results in an incomplete rating.~~

XI. Teacher Improvement Plans

1. The following procedures shall govern the implementation and use of teacher improvement plans not required by Education Law §3012-d and 8 NYCRR 30-3.11.

If, at any time during the school year an evaluator or unit member feels that the performance of a unit member is less than satisfactory, a meeting will be scheduled immediately with the unit member. At the meeting, all concerns will be identified in writing and given to the unit member. At this time the unit member will be placed on a Teacher Improvement Plan (TIP).

The TIP will identify the areas that need improvement; include a timeline for achieving improvement; indicate the manner in which the improvement will be assessed; and include the differentiated activities to support and assist the teacher in the improvement.

2. The following procedures shall govern the implementation and use of teacher improvement plans ("TIP") which are required by Education Law §3012-d and 8 NYCRR 30-3.11.

APPEALS OF DEVELOPING OR INEFFECTIVE TIPS ONLY

Use of a TIP shall be limited only to instances where the teacher has received an overall rating of "ineffective" or "developing" based on his/her single composite effectiveness rating. Therefore, an appeal of a TIP is limited to the district's issuance and/or implementation of the terms of the TIP under Education Law §3012-d noting an appeal of the overall APPR is for a rating of "ineffective" or "developing" only.

TIME FRAME FOR TIP

The TIP must be implemented no later than October 1 in the school year following the school year for which such teacher's performance is being measured.

CONTENTS OF TIP

The TIP will identify the areas that need improvement (i.e. deficiencies that resulted in the ineffective or developing rating); include a timeline for achieving improvement; indicate the manner in which the improvement will be assessed; and include the differentiated activities to support and assist the teacher in the improvement.

The teacher, director and/or program supervisor or principal or executive principal, **Assistant Superintendent for** Human Resources or his/her designee, and a union representative will meet to discuss the contents of the TIP prior to implementation. The ~~director~~ **Assistant Superintendent for Human Resources** and/or program supervisor or

principal or executive principal is the final decision-maker of the TIP's contents. A written copy of the TIP will be provided to the unit member at the time of the meeting.

In the final stage of the improvement plan, the teacher should meet with the designated supervisor to determine if adequate improvement has been made in the areas outlined in the plan. A written copy of this determination will be provided to the unit member at the time of the meeting.

APPEAL

A teacher may appeal the implementation of the TIP in accordance with the appeals procedure contained herein. The appeal of a TIP will not affect the BOCES right to dismiss a probationary teacher, deny tenure, or serve to otherwise lengthen the probationary period.

XII. APPR Appeals Procedure

APPEALS OF INEFFECTIVE and DEVELOPING RATINGS ONLY

Appeals of an annual professional performance review shall be limited only to those where the teacher has received an overall rating of "Ineffective" or "Developing" based on his/her single composite effectiveness rating.

Any unit member receiving an overall APPR rating of either "Effective" or "Highly Effective" may **not** challenge that APPR rating. However, they may attach a statement to their APPR that will be included in their personnel file.

Prior to September 1 each year, the BOCES shall provide to the ~~B2TA~~ **B2UP** President a list of all unit members whose overall rating is Ineffective or Developing.

In accordance with Education Law §3012-d, an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a and b proceeding, or any locally negotiated procedure, until the appeal process is concluded.

WHAT MAY BE CHALLENGED IN AN APPEAL

In an appeal, the teacher may only challenge:

1. The substance of the annual professional performance review; which shall include the instance of a teacher rated Ineffective on the Student Performance Category but rated Highly Effective on the observation based on an anomaly, as determined locally.
2. The BOCES adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d and Subpart 30-3 of Commissioner's Regulations.
3. The adherence to the Commissioner's Regulations, as applicable to such reviews and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d: and
4. The BOCES issuance and/or implementation of the terms of the teacher improvement plan under Education law §3012-d.

Further, any appeal allowed to the State of New York Education Department as set forth in the regulation issued by the New York State Board of Regents will be afforded to unit members.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

BURDEN OF PROOF

In an appeal, the teacher has the burden of demonstrating by clear and convincing evidence that his/her overall rating of “ineffective” or “developing” was affected by substantial error or defect.

TIME FRAME FOR FILING APPEAL

Appeals must be submitted in writing to the BOCES District Superintendent no later than 10 school days after receipt by the teacher either of his/her official annual professional performance review or the improvement plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his/her performance review/teacher improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must be submitted with the appeal. Any information not submitted at the time the appeal is filed will not be considered.

TIME FRAME FOR BOCES RESPONSE

Within 10 school days of receipt of an appeal, the evaluator(s) who issued the performance review or who is responsible for either the issuance and/or implementation of the terms of the teacher’s improvement plan must submit a detailed written response to the appeal to the BOCES District Superintendent. The response must include any and all additional documents, written materials, or other evidentiary materials specific to the point(s) of disagreement and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

The teacher initiating the appeal shall receive a copy of the response filed by the evaluator(s), and any and all additional information submitted with the response, at the same time the evaluator(s) files its response with the BOCES District Superintendent.

Notwithstanding the above time frames, an appeal does not serve to lengthen a teacher’s probationary period. The BOCES reserves its right to terminate a probationary teacher and/or to make a tenure determination pending an appeal.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the BOCES District Superintendent. In the event the BOCES District Superintendent is responsible for any rating contained in the evaluation, including the final rating decision, the BOCES District Superintendent must appoint a designee not responsible for any rating contained in the evaluation or the final rating to decide the appeal. Only the Assistant Superintendent *of for* Instructional Programs or the Assistant Superintendent *of for* Curriculum

Instruction and Professional Development may be appointed as a designee for the purpose of decision maker on appeal when the BOCES District Superintendent was involved with a rating contained in the evaluation.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 school days from the date upon which the unit member filed his/her appeal. The appeal shall be based solely on the written record, comprised of the unit member's appeal papers and any documentary evidence which accompanied the appeal, as well as the evaluator(s) response to the appeal and additional documentary evidence submitted with such papers.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If an appeal is sustained in whole or in part, the decision maker may set aside a rating and direct that a new evaluation (or portion thereof) be conducted, or award such other relief as he/she deems appropriate under the circumstances.

A copy of the written decision shall be provided to the teacher and the evaluator(s).

The appeal process outlined shall constitute the means for initiating, reviewing and resolving any/all challenges and appeals related to a teacher performance review. The decision of the appeal process is final and binding, except as stated below:

The grievance process in **Article XVIII, Sections A – E** of the ~~B2TA~~ **B2UP** collective bargaining agreement shall not be used to appeal or review a unit member’s performance review unless the BOCES District Superintendent or his/her designee fails to comply with the negotiated appeals process. However, areas deemed in violation of the contractually negotiated APPR process may be subject to the grievance process. Such areas include adherence to negotiated time frames, minimum number of observations and meetings, and use of appropriate forms. At no time may grievance procedures be utilized to challenge results of an observation or evaluation, the rating or scoring of any rubric component or the commentary of a unit member’s APPR. Should a grievance become necessary, the goal would be to correct the process flaw immediately so that the evaluation process may continue with the negotiated intent intact.

XIII. APPR Annual Review

The BOCES and the ~~B2TA~~ **B2UP** will meet in May of each school year for the purpose of reviewing the APPR Plan. ~~This annual review will commence May of 2023.~~ In the event that revisions to the APPR plan are recommended, implementation of revisions will only occur after agreement to and ratification by both parties; the BOCES and ~~B2TA~~ **the B2UP**.

XIV. Timeline for Implementation of APPR Process

The timelines below are established as guidelines to assist in an orderly implementation for the ~~2022-2023~~ **2023-2024** school year. It is understood that these timelines may need to be adjusted on an organizational or individual basis based on practicality and emerging factors:

~~1. Information to Teachers by October 14~~

- ~~a. Share process for administration of state approved literacy prompts~~
- ~~b. APPR timeline and process~~

2. Initial APPR Meeting by November ~~14~~ **15**

- a. Evaluator and teacher review student data
- b. Evaluator and teacher establish student performance targets for student performance category
- c. Evaluator and teacher review and/or determine professional development needs/priorities to support teacher progress on APPR

3. Proceed with Observation Process for Tenured and Non-Tenured Staff

Tenured Staff:

- a. First observation by ~~January 13~~ **prior to February Break**
- b. Unannounced observation by independent evaluator
- b. ~~Second observation by April 14~~

Non-Tenured Staff:

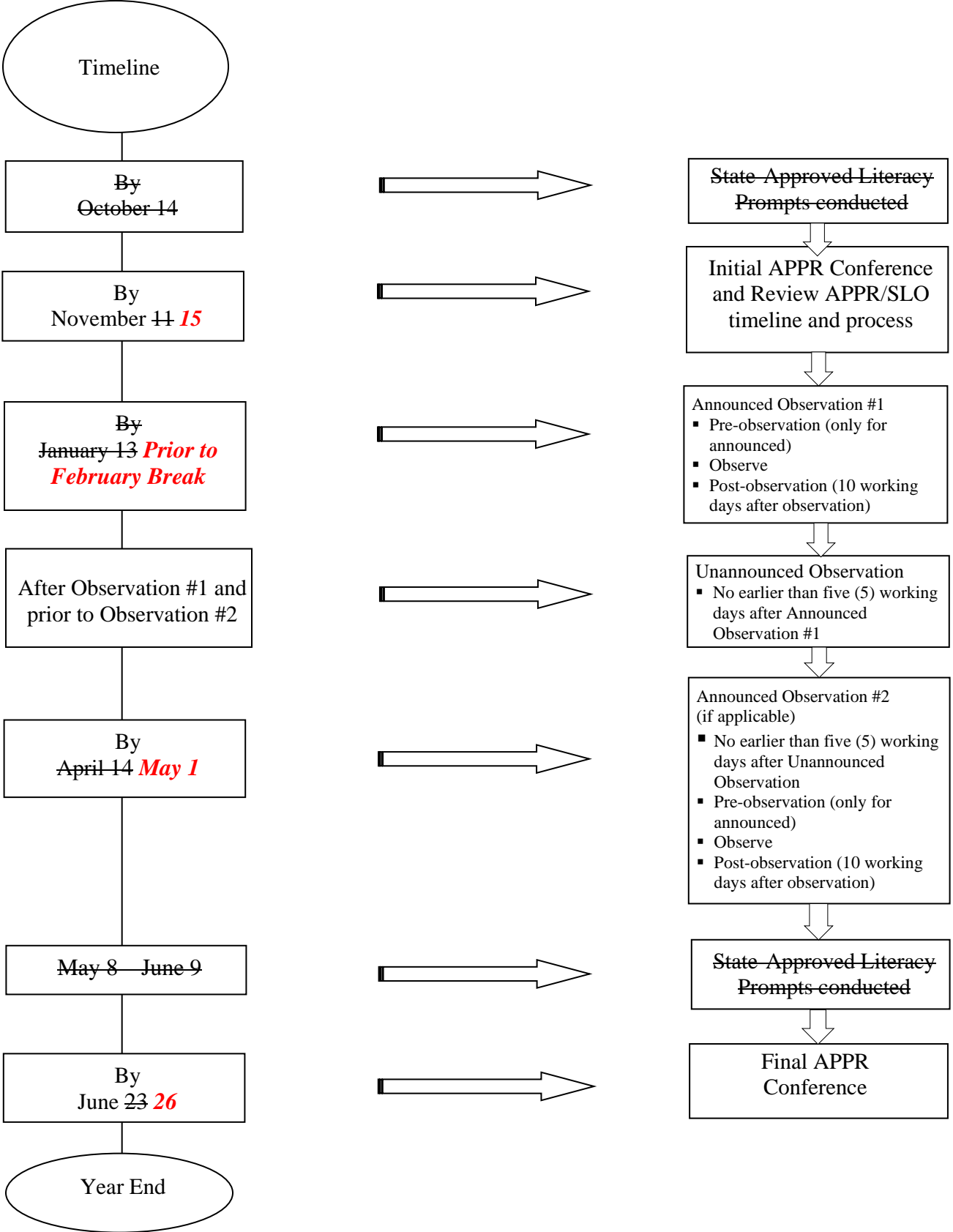
- a. First observation by ~~January 13~~ *prior to February Break*
- b. Unannounced observation by independent evaluator
- b. Second observation by ~~April 14~~ *May 1*

~~4. Spring administration of state-approved literacy prompts: May 8—June 9~~

5. Final APPR Meeting; Completion of the Annual Professional Performance Review Form (Part 2 Final APPR Conference) (by June ~~23~~ *26*):

- a. Discuss progress towards student performance targets and conversion to HEDI points and ratings. May not be able to complete this discussion due to unavailable state assessment data.
- b. Review rubric ratings for teacher observation category and conversion to HEDI points and rating.
- c. Complete summative evaluation including composite HEDI score and rating to the extent that state assessment data is available.
- d. Establish professional development goals based on needs evident in APPR evaluation.
- e. For teachers whose assessment data is not available for the completion of the Annual Professional Performance Review Form (Part 2 Final APPR Conference) by June ~~23~~ *26*, the evaluation will be provided by September 1, ~~2023~~ *2024*.

MONROE 2–ORLEANS BOCES ANNUAL PROFESSIONAL PERFORMANCE REVIEW PROCESS



XV. APPENDIX

**Monroe 2-Orleans BOCES
APPR FORMS**



**TEACHER EVALUATION
RUBRIC**

Teachscape Proposal
New York State Department of Education
Teacher and Principal Practice Rubric Providers RFQ

Appendix A: The Framework for Teaching (2011 Revised Edition)

Framework for Teaching 2011 Revised Edition

Charlotte Danielson's Framework for Teaching (2011 Revised Edition) is the next generation of this research-validated instrument for teacher observation, evaluation and development. Charlotte Danielson has selected Teachscape as the exclusive electronic provider of this refined instrument.

In the Framework for Teaching (2011 Revised Edition) all the domains, components, and elements are identical to the earlier version. Therefore, the pre-existing research foundation applies.

The Framework for Teaching (2011 Revised Edition) is specifically enhanced to be used as an evaluation instrument. The enhancements contained in the Framework for Teaching (2011 Revised Edition) are based on lessons learned from the Measures of Effective Teaching (MET) Project, a large scale research study funded by the Bill & Melinda Gates Foundation that used the Framework for Teaching to evaluate over 20,000 classroom lessons.

Based on her experience with the MET Project, Charlotte Danielson has enhanced her Framework for Teaching (2011 Revised Edition) to be even more effective, precise, and useful as a tool for teacher evaluation.

See below for a summary of the key changes from the old version to the newly updated Framework for Teaching (2011 Revised Edition).

Old version of the Framework for Teaching	Framework for Teaching (2011 Revised Edition)
Rubrics for each component contain general language helpful for professional development but not well suited for precise evaluation.	Rubrics for each component have been revised to include more precise language enabling for better observer discernment between teacher performance at different levels.
Absence of Critical Attributes makes it difficult to identify instructional evidence tied to each component and performance level.	Critical Attributes have been added for each Component and performance level. Critical attributes are specific observable teacher and/or student behaviors or actions that are evidence of a teacher's performance at a specific performance level relative to a particular Component.
Absence of possible teaching examples means that observers must generate their own examples without being sure they are accurate.	Possible teaching examples have been added for each level of performance, for each Component, to assist observer in determining examples of classroom practice that would observe as evidence for each Component.

With these new additions and adjustments, the Framework for Teaching (2011 Revised Edition) is now the best, most reliable instrument available for high-stakes evaluation of teaching.

Complete Framework for Teaching Instrument

Domain 1:	Planning and Preparation
<i>Ia: Demonstrating Knowledge of Content and Pedagogy</i>	<p>In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p> <p>The elements of component 1a are:</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline <i>Every discipline has a dominant structure, with smaller components or strands, central concepts and skills</i> • Knowledge of prerequisite relationships <i>Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.</i> • Knowledge of content-related pedagogy <i>Different disciplines have “signature pedagogies” that have evolved over time and found to be most effective in teaching.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lesson and unit plans that reflect important concepts in the discipline • Lesson and unit plans that accommodate prerequisite relationships among concepts and skills • Clear and accurate classroom explanations • Accurate answers to student questions • Feedback to students that furthers learning • Inter-disciplinary connections in plans and practice

	Unsatisfactory	Basic	Proficient	Distinguished
Ia: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher’s plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Critical Attributes	<ul style="list-style-type: none"> • Teacher makes content errors. • Teacher does not consider prerequisite relationships when planning. • Teacher’s plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> • Teacher is familiar with the discipline but does not see conceptual relationships. • Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies and some are not be suitable to the content. 	<ul style="list-style-type: none"> • The teacher can identify important concepts of the discipline, and their relationships to one another. • The teacher consistently provides clear explanations of the content. • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development. 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • Teacher cites intra- and inter-disciplinary content relationships. • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
Possible Examples	<ul style="list-style-type: none"> • The teacher says, “The official language of Brazil is Spanish, just like other South American countries.” • The teacher says, “I don’t understand why the math book has decimals in the same unit as fractions.” • The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words. 	<ul style="list-style-type: none"> • The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with re-grouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pre-test on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday. 	<ul style="list-style-type: none"> • The teacher’s plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. • The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement. • The teacher plans to expand a unit on civics by having students simulate a court trial. 	<ul style="list-style-type: none"> • In a unit on 19th century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the class on their beliefs as to why it is hotter in the summer than in the winter.

<p>Domain 1:</p>	<p>Planning and Preparation</p>
<p>1b: <i>Demonstrating Knowledge of Students</i></p>	<p>Teachers don't teach content in the abstract; they teach it to <i>students</i>. In order to ensure student learning, therefore, teachers must not only know their content and its related pedagogy, but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs must be considered when planning lessons and identifying resources that will ensure their understanding.</p> <p>The elements of component 1b are:</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development <i>Children learn differently at different stages of their lives</i> • Knowledge of the learning process <i>Learning requires active intellectual engagement</i> • Knowledge of students' skills, knowledge, and language proficiency <i>Children's lives beyond school influence their learning</i> • Knowledge of students' interest and cultural heritage <i>Children's backgrounds influence their learning</i> • Knowledge of students' special needs <i>Children do not all develop in a typical fashion</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Teacher gathers formal and informal information about students for use in planning instruction • Teacher learns student interests and needs for use in planning • Teacher participation in community cultural events • Teacher-designed opportunities for families to share heritage • Database of students with special needs

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Ib: Demonstrating Knowledge of Students</i>	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students’ levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • <i>Teacher does not understand child development characteristics and has unrealistic expectations for students.</i> • <i>Teacher does not try to ascertain varied ability levels among students in the class.</i> • <i>Teacher is not aware of student interests or cultural heritages.</i> • <i>Teacher takes no responsibility to learn about students’ medical or learning disabilities.</i> 	<ul style="list-style-type: none"> • <i>Teacher cites developmental theory, but does not seek to integrate it into lesson planning.</i> • <i>Teacher is aware of the different ability levels in the class, but tends to teach to the “whole group.”</i> • <i>The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</i> • <i>The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</i> 	<ul style="list-style-type: none"> • <i>The teacher knows, for groups of students, their levels of cognitive development</i> • <i>The teacher is aware of the different cultural groups in the class.</i> • <i>The teacher has a good idea of the range of interests of students in the class.</i> • <i>The teacher has identified “high,” “medium,” and “low” groups of students within the class.</i> • <i>The teacher is well-informed about students’ cultural heritage and incorporates this knowledge in lesson planning.</i> • <i>The teacher is aware of the special needs represented by students in the class.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • <i>The teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly.</i> • <i>The teacher seeks out information about their cultural heritage from all students.</i> • <i>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> • <i>The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds.</i> • <i>The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</i> • <i>The teacher plans to teach his class Christmas carols, despite the fact that he has four religions</i> 	<ul style="list-style-type: none"> • <i>The teacher’s lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.</i> • <i>In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</i> • <i>Lesson plans make only peripheral reference to students’ interests.</i> 	<ul style="list-style-type: none"> • <i>The teacher creates an assessment of students’ levels of cognitive development.</i> • <i>The teacher examines students’ previous year’s folders to ascertain the proficiency levels of groups of students in the class,</i> • <i>The teacher administers a student interest survey at the beginning of the school year.</i> • <i>The teacher plans activities based</i> 	<ul style="list-style-type: none"> • <i>The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</i> • <i>The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.</i> • <i>The teacher encourages students to be aware of their individual reading</i>

	Unsatisfactory	Basic	Proficient	Distinguished
	<p><i>represented amongst his students.</i></p>	<ul style="list-style-type: none"> • <i>The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.</i> 	<p><i>on student interests.</i></p> <ul style="list-style-type: none"> • <i>The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</i> • <i>The teacher realizes that not all of his students are Christian, so he plans to read a Hanukah story in December.</i> • <i>The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.</i> 	<p><i>levels and make independent reading choices that will be challenging, but not too difficult.</i></p> <ul style="list-style-type: none"> • <i>The teacher attended the local Mexican heritage day, meeting several of his students' extended family members.</i> • <i>The teacher regularly creates adapted assessment materials for several students with learning disabilities.</i>

<p>Domain 1:</p>	<p>Planning and Preparation</p>
<p><i>1c: Setting Instructional Outcomes</i></p>	<p>Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will <i>do</i>, but what they will <i>learn</i>. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.</p> <p>Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope that they will <i>like</i> to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.</p> <p>The elements of component 1c are:</p> <ul style="list-style-type: none"> • Value, sequence, and alignment <i>Students must be able to build their understanding of important ideas from concept to concept</i> • Clarity <i>Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment</i> • Balance <i>Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills</i> • Suitability for diverse students <i>Outcomes must be appropriate for all students in the class</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Permit assessment of student attainment • Differentiated for students of varied ability

	Unsatisfactory	Basic	Proficient	Distinguished
Ic: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Critical Attributes	<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to “big ideas” of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. • Outcomes are suitable to groups of students in the class, differentiated where necessary. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning • Outcomes are differentiated to encourage individual students to take educational risks.
Possible Examples	<ul style="list-style-type: none"> • A learning outcome for a fourth grade class is to make a poster illustrating a poem. • All the outcomes for a ninth grade history class are factual knowledge. • The topic of the social studies unit involves the concept of “revolutions” but the teacher only expects his students to remember the important dates of battles. • Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. 	<ul style="list-style-type: none"> • Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students struggle. 	<ul style="list-style-type: none"> • One of the learning outcomes is for students to “appreciate the aesthetics of 18th century English poetry.” • The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. • The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives. 	<ul style="list-style-type: none"> • The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. • Students will develop a concept map that links previous learning goals to those they are currently working on. • Some students identify additional learning .

<p>Domain 1:</p>	<p>Planning and Preparation</p>
<p><i>Id: Demonstrating Knowledge of Resources</i></p>	<p>Student learning is enhanced by a teacher’s skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can access the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.</p> <p>The elements of component 1d are:</p> <ul style="list-style-type: none"> • Resources for classroom use <i>Materials that align with learning outcomes</i> • Resources to extend content knowledge and pedagogy <i>Those that can further teachers’ professional knowledge</i> • Resources for students: <i>Materials that are appropriately challenging</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • District provided materials • Range of texts • Guest speakers • Internet resources • Materials provided by professional organizations • Teacher continuing professional education courses or professional groups • Community resources

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Id: Demonstrating Knowledge of Resources</i>	Teacher is unaware of resources for classroom use, for expanding one’s own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher’s knowledge of resources for classroom use, for expanding one’s own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • <i>The teacher only uses district-provided materials, even when more variety would assist some students.</i> • <i>The teacher does not seek out resources available to expand his/her own skill.</i> • <i>Although aware of some student needs, the teacher does not inquire about possible resources.</i> 	<ul style="list-style-type: none"> • <i>The teacher uses materials in the school library, but does not search beyond the school for resources.</i> • <i>The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.</i> • <i>The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.</i> 	<ul style="list-style-type: none"> • <i>Texts are at varied levels.</i> • <i>Texts are supplemented by guest speakers and field experiences.</i> • <i>Teacher facilitates Internet resources.</i> • <i>Resources are multi-disciplinary.</i> • <i>Teacher expands knowledge with professional learning groups and organizations.</i> • <i>Teacher pursues options offered by universities.</i> • <i>Teacher provides lists of resources outside the class for students to draw on.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • <i>Texts are matched to student skill level.</i> • <i>The teacher has ongoing relationship with colleges and universities that support student learning.</i> • <i>The teacher maintains log of resources for student reference.</i> • <i>The teacher pursues apprenticeships to increase discipline knowledge.</i> • <i>The teacher facilitates student contact with resources outside the classroom.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> • <i>For their unit on China, the students accessed all of their information from the district-supplied textbook.</i> • <i>Mr. J is not sure how to teach fractions, but doesn’t know how he’s expected to learn it by himself.</i> • <i>A student says, “It’s too bad we can’t go to the nature center when we’re doing our unit on the environment.”</i> 	<ul style="list-style-type: none"> • <i>For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow.</i> • <i>The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year.</i> • <i>The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.</i> 	<ul style="list-style-type: none"> • <i>The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.</i> • <i>The teacher took an online course on Literature to expand her knowledge of great American writers.</i> • <i>The teacher distributes a list of summer reading materials that would help prepare his 8th graders’ transition to high school.</i> 	<ul style="list-style-type: none"> • <i>The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.</i> • <i>The teacher spends the summer at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry.</i> • <i>The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.</i>

<p>Domain 1:</p>	<p>Planning and Preparation</p>
<p><i>1e: Designing Coherent Instruction</i></p>	<p>Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3.</p> <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> • Learning activities <i>Instruction designed to engage students and advance them through the content</i> • Instructional materials and resources <i>Appropriate to the learning needs of the students</i> • Instructional groups <i>Intentionally organized to support student learning</i> • Lesson and unit structure <i>Clear and sequenced to advance students’ learning</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • The use of varied resources • Thoughtfully planned learning groups • Structured lesson plan

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Ie: Designing Coherent Instruction</i>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> • Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random or only partially support objectives. • Lesson structure is uneven or may be unrealistic in terms of time expectations. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • Activities permit student choice. • Learning experiences connect to other disciplines. • Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
<i>Possible Examples</i>	<ul style="list-style-type: none"> • After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet. • Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit. • The teacher organizes her class in rows, seating the students 	<ul style="list-style-type: none"> • After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. • The teacher found an atlas to use as a supplemental resource during the geography unit. • The teacher always lets students self-select their working groups because they behave better when 	<ul style="list-style-type: none"> • The teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase the challenge level. • The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration. • The teacher plans for students to 	<ul style="list-style-type: none"> • The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning. • While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections. • After the cooperative group lesson,

	Unsatisfactory	Basic	Proficient	Distinguished
	<p><i>alphabetically; she plans to have students work all year in groups of four based on where they are sitting.</i></p> <ul style="list-style-type: none"> <i>The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.</i> 	<p><i>they can choose who they want to sit with.</i></p> <ul style="list-style-type: none"> <i>The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</i> 	<p><i>complete projects in small groups; he carefully selects group members based on their ability level and learning style.</i></p> <ul style="list-style-type: none"> <i>The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.</i> 	<p><i>students will reflect on their participation and make suggestions for new group arrangements in the future.</i></p> <ul style="list-style-type: none"> <i>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.</i>

Domain 1:	Planning and Preparation
<i>If: Designing Student Assessments</i>	<p>Good teaching requires both assessment <i>of</i> learning and assessment <i>for</i> learning. Assessments <i>of</i> learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, different methods are needed to assess reasoning skills than for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment <i>for</i> learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the learning outcomes.</p> <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes <i>Assessments must match learning expectations</i> • Criteria and standards <i>Expectations must be clearly defined</i> • Design of formative assessments <i>Assessments for learning must be planned as part of the instructional process</i> • Use for planning <i>Results of assessment guide future planning</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lesson plans indicate correspondence between assessments and instructional outcomes • Assessment types are suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments are available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction

	Unsatisfactory	Basic	Proficient	Distinguished
If: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Critical Attributes	<ul style="list-style-type: none"> • Assessments do not match instructional outcomes. • Assessments have no criteria. • No formative assessments have been designed. • Assessment results do not affect future plans. 	<ul style="list-style-type: none"> • Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> • All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments for some students as needed. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic with real-world application, as appropriate. • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.
Possible Examples	<ul style="list-style-type: none"> • The teacher marks papers on the foundation of the U.S. constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc. • After the students present their research on Globalization, the teacher tells them their letter 	<ul style="list-style-type: none"> • The district goal for the Europe unit is for students to understand geo-political relationships; the teacher plans to have the students memorize all the country capitals and rivers. • The teacher’s students received their tests back; each one was simply marked with a letter grade at the top. 	<ul style="list-style-type: none"> • Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. • Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were 	<ul style="list-style-type: none"> • To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class. • Mr. J’s students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown

	Unsatisfactory	Basic	Proficient	Distinguished
	<p><i>grade; when students asked how he arrived at the grade, he responds, "After all these years in education, I just know what grade to give."</i></p> <ul style="list-style-type: none"> • <i>The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"</i> • <i>The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."</i> 	<ul style="list-style-type: none"> • <i>The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done.</i> • <i>A student says, "If half the class passed the test, why are we all reviewing the material again?"</i> 	<p><i>clearly defined.</i></p> <ul style="list-style-type: none"> • <i>Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson's activities.</i> • <i>Based on the previous morning's formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.</i> 	<p><i>them several sample rubrics and they will refer to those as they create a rubric of their own.</i></p> <ul style="list-style-type: none"> • <i>After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.</i> • <i>Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.</i>

Domain 2: The Classroom Environment

Component	2a: Creating an Environment of Respect and Rapport
2a: Creating an environment of respect and rapport	<p>An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.</p> <p>The elements of component 2a are listed below and are evaluated:</p> <ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions <i>A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.</i> • Student interactions with other students, including both words and actions <i>As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Respectful talk and turn taking</i> • <i>Respect for students’ background and lives outside of the classroom</i> • <i>Teacher and student body language</i> • <i>Physical proximity</i> • <i>Warmth and caring</i> • <i>Politeness</i> • <i>Encouragement</i> • <i>Active listening</i> • <i>Fairness</i>

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
Critical Attributes	<ul style="list-style-type: none"> • Teacher uses disrespectful talk towards students. Student body language indicates feelings of hurt or insecurity. • Students use disrespectful talk towards one another with no response from the teacher. • Teacher displays no familiarity with or caring about individual students' interests or personalities. 	<ul style="list-style-type: none"> • The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. • Teacher attempts to respond to disrespectful behavior among students, with uneven results. • Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual. 	<ul style="list-style-type: none"> • Talk between teacher and students and among students is uniformly respectful. • Teacher responds to disrespectful behavior among students. • Teacher makes superficial connections with individual students. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Teacher demonstrates knowledge and caring about individual students' lives beyond school. • When necessary, students correct one another in their conduct towards classmates. • There is no disrespectful behavior among students. • The teacher's response to a student's incorrect response respects the student's dignity
Possible Examples	<ul style="list-style-type: none"> • A student slumps in his/her chair following a comment by the teacher. • Students roll their eyes at a classmate's idea; the teacher does not respond. • Many students talk when the teacher and other students are talking; the teacher does not correct them. • Some students refuse to work with other students. • Teacher does not call students by their names. 	<ul style="list-style-type: none"> • Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups. • Students applaud half-heartedly following a classmate's presentation to the class. • Teacher says "Don't talk that way to your classmates," but student shrugs his/her shoulders 	<ul style="list-style-type: none"> • Teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, such as kneeling beside a student working at a desk. • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate's presentation to the class. • Students help each other and accept help from each other. • Teacher and students use courtesies such as "please/thank you, excuse me." • Teacher says "Don't talk that way to your classmates," and the insults stop. 	<ul style="list-style-type: none"> • Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). • Students say "Shhh" to classmates while the teacher or another student is speaking. • Students clap enthusiastically for one another's presentations for a job well done. • The teacher says: "That's an interesting idea, Josh, but you're 'forgetting....'"

<p>Component</p>	<p>2b: Establishing a Culture for Learning</p>
<p><i>2b: Establishing a culture for learning</i></p>	<p>“A culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p> <p>Elements of component 2b are:</p> <ul style="list-style-type: none"> • Importance of the content and of learning <i>In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.</i> • Expectations for learning and achievement <i>In classrooms with robust cultures for learning, all students receive the message that, while the work is challenging, they are capable of achieving it if they are prepared to work hard.</i> • Student pride in work <i>When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Belief in the value of the work</i> • <i>Expectations are high and supported through both verbal and nonverbal behaviors</i> • <i>Quality is expected and recognized</i> • <i>Effort and persistence are expected and recognized</i> • <i>Confidence in ability is evidenced by teacher and students language and behaviors</i> • <i>Expectation for all students to participate</i>

	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
Critical Attributes	<ul style="list-style-type: none"> • The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. • The teacher conveys to at least some students that the work is too challenging for them. • Students exhibit little or no pride in their work. • Class time is devoted more to socializing than to learning 	<ul style="list-style-type: none"> • Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.” • The teacher conveys high expectations for only some students. • Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work. • Many students indicate that they are looking for an “easy path.” 	<ul style="list-style-type: none"> • The teacher communicates the importance of learning, and that with hard work all students can be successful in it. • The teacher demonstrates a high regard for student abilities. • Teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. 	<p>In addition to the characteristics of “Proficient,”</p> <ul style="list-style-type: none"> • The teacher communicates a genuine passion for the subject. • Students indicate that they are not satisfied unless they have complete understanding. • Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. • Students recognize the efforts of their classmates. • Students take initiative in improving the quality of their work.
Possible Examples	<ul style="list-style-type: none"> • The teacher tells students that they’re doing a lesson because it’s on the test, in the book, or is district directed. • Teacher says to a student: “Why don’t you try this easier problem?” • Students turn in sloppy or incomplete work. • Students don’t engage in work and the teacher ignores it. • Students have not completed their homework and the teacher does not respond. • Almost all of the activities are “busy work.” 	<ul style="list-style-type: none"> • Teacher says: “Let’s get through this.” • Teacher says: “I think most of you will be able to do this.” • Students consult with one another to determine how to fill in a worksheet, without challenging classmates’ thinking. • Teacher does not encourage students who are struggling. • Some students get to work after an assignment is given or after entering the room. 	<ul style="list-style-type: none"> • Teacher says: “This is important; you’ll need to speak grammatical English when you apply for a job.” • Teacher says: “This idea is really important! It’s central to our understanding of history.” • Teacher says: “Let’s work on this together: it’s hard, but you all will be able to do it well.” • Teacher hands a paper back to a student, saying “I know you can do a better job on this.” The student accepts it without complaint. • Students get right to work right away when an assignment is given or after entering the room. 	<ul style="list-style-type: none"> • The teacher says “It’s really fun to find the patterns for factoring polynomials.” • Student asks a classmate to explain a concept or procedure since s/he didn’t quite follow the teacher’s explanation. • Students question one another on answers. • Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened. • Students work even when the teacher isn’t working with them or directing their efforts.

Component	2c: Managing Classroom Procedures
<p>2c: Managing classroom procedures</p>	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”</p> <p>Elements of Component 2c are:</p> <ul style="list-style-type: none"> • Management of instructional groups <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher</i> • Management of transitions <i>Many lessons engage students in different types of activities – large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly</i> • Management of materials and supplies <i>Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction</i> • Performance of non-instructional duties <i>Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Smooth functioning of all routines</i> • <i>Little or no loss of instructional time</i> • <i>Students playing an important role in carrying out the routines</i> • <i>Students know what to do, where to move</i>

	Unsatisfactory	Basic	Proficient	Distinguished
2c Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	<ul style="list-style-type: none"> • <i>Students not working with the teacher are disruptive to the class.</i> • <i>There are no established procedures for distributing and collecting materials.</i> • <i>Procedures for other activities are confused or chaotic.</i> 	<ul style="list-style-type: none"> • <i>Small groups are only partially engaged while not working directly with the teacher.</i> • <i>Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</i> • <i>Classroom routines function unevenly.</i> 	<ul style="list-style-type: none"> • <i>The students are productively engaged during small group work.</i> • <i>Transitions between large and small group activities are smooth.</i> • <i>Routines for distribution and collection of materials and supplies work efficiently.</i> • <i>Classroom routines function smoothly.</i> 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • <i>Students take the initiative with their classmates to ensure that their time is used productively.</i> • <i>Students themselves ensure that transitions and other routines are accomplished smoothly.</i> • <i>Students take initiative in distributing and collecting materials efficiently.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.</i> • <i>There are long lines for materials and supplies or distributing supplies is time-consuming.</i> • <i>Students bump into one another lining up or sharpening pencils.</i> • <i>Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.</i> • <i>Most students ask what they are to do or look around for clues from others.</i> 	<ul style="list-style-type: none"> • <i>Some students not working with the teacher are not productively engaged in learning.</i> • <i>Transitions between large and small group activities are rough but they are accomplished.</i> • <i>Students are not sure what to do when materials are being distributed or collected.</i> • <i>Students ask some clarifying questions about procedures</i> • <i>The attendance or lunch count consumes more time than it would need if the procedure were more routinized.</i> 	<ul style="list-style-type: none"> • <i>Students get started on an activity while the teacher takes attendance.</i> • <i>Students move smoothly between large and small group activities.</i> • <i>The teacher has an established timing device, such as counting down, to signal students to return to their desks.</i> • <i>Teacher has an established attention signal, such as raising a hand, or dimming the lights.</i> • <i>One member of each small group collects materials for the table.</i> • <i>There is an established color-coded system indicating where materials should be stored.</i> • <i>In small group work, students have established roles, they listen to one another, summarize g different views, etc.</i> • <i>Clean-up at the end of a lesson is fast and efficient.</i> 	<ul style="list-style-type: none"> • <i>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</i> • <i>A student reminds classmates of the roles that they are to play within the group.</i> • <i>A student re-directs a classmate to the table s/he should be at following a transition.</i> • <i>Students propose an improved attention signal.</i> • <i>Students independently check themselves into class on the attendance board.</i>

<p>Domain 2:</p>	<p>The Classroom Environment</p>
<p>2d. Managing Student Behavior</p>	<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p> <p>Elements of Component 2d are:</p> <ul style="list-style-type: none"> • Expectations <i>It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented</i> • Monitoring of student behavior <i>Experienced teachers seem to have eyes “in the backs of their heads;” they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe</i> • Response to student misbehavior <i>Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? Are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Clear standards of conduct, possibly posted, and possibly referred to during a lesson</i> • <i>Absence of acrimony between teacher and students concerning behavior</i> • <i>Teacher awareness of student conduct</i> • <i>Preventive action when needed by the teacher</i> • <i>Fairness</i> • <i>Absence of misbehavior</i> • <i>Reinforcement of positive behavior</i>

	Unsatisfactory	Basic	Proficient	Distinguished
2d Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students
Critical Attributes	<ul style="list-style-type: none"> • <i>The classroom environment is chaotic, with no apparent standards of conduct.</i> • <i>The teacher does not monitor student behavior.</i> • <i>Some students violate classroom rules, without apparent teacher awareness.</i> • <i>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</i> 	<ul style="list-style-type: none"> • <i>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</i> • <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i> • <i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</i> 	<ul style="list-style-type: none"> • <i>Standards of conduct appear to have been established.</i> • <i>Student behavior is generally appropriate.</i> • <i>The teacher frequently monitors student behavior.</i> • <i>Teacher's response to student misbehavior is effective.</i> • <i>Teacher acknowledges good behavior.</i> 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • <i>Student behavior is entirely appropriate; no evidence of student misbehavior.</i> • <i>The teacher monitors student behavior without speaking – just moving about.</i> • <i>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>Students are talking among themselves, with no attempt by the teacher to silence them.</i> • <i>An object flies through the air without apparent teacher notice.</i> • <i>Students are running around the room, resulting in a chaotic environment.</i> • <i>Their phones and other electronics distract students and teacher doesn't do anything.</i> 	<ul style="list-style-type: none"> • <i>Classroom rules are posted, but neither teacher nor students refers to them.</i> • <i>The teacher repeatedly asks students to take their seats; they ignore him/her.</i> • <i>To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</i> 	<ul style="list-style-type: none"> • <i>Upon a non-verbal signal from the teacher, students correct their behavior.</i> • <i>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</i> • <i>The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.</i> 	<ul style="list-style-type: none"> • <i>A student suggests a revision in one of the classroom rules.</i> • <i>The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.</i> • <i>The teacher asks to speak to a student privately about misbehavior.</i> • <i>A student reminds his/her classmates of the class rule about chewing gum.</i>

<p>Component</p>	<p>2e: Organizing Physical Space</p>
	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what’s going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> • Safety and accessibility <i>Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don’t have access to the board or other learning resources.</i> • Arrangement of furniture and use of physical resources. <i>Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Pleasant, inviting atmosphere</i> • <i>Safe environment</i> • <i>Accessibility for all students</i> • <i>Furniture arrangement suitable for the learning activities</i> • <i>Effective use of physical resources, including computer technology, by both teacher and students</i>

	Unsatisfactory	Basic	Proficient	Distinguished
2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	<ul style="list-style-type: none"> • There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher or the board. • Available technology is not being used, even if available and its use would enhance the lesson. 	<ul style="list-style-type: none"> • The physical environment is safe, and most students can see and hear. • The physical environment is not an impediment to learning, but does not enhance it. • The teacher makes limited use of available technology and other resources. 	<ul style="list-style-type: none"> • The classroom is safe, and all students are able to see and hear. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the goals of the lesson and the physical environment. • Students take the initiative to adjust the physical environment. • Teachers and students make extensive and imaginative use of available technology
Possible Examples	<ul style="list-style-type: none"> • There are electrical cords running around the classroom. • There is a pole in the middle of the room; some students can't see the board. • A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used. 	<ul style="list-style-type: none"> • The teacher ensures that dangerous chemicals are stored safely. • The classroom desks remains in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson. • The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work. 	<ul style="list-style-type: none"> • There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. • Desks are moved to make tables so students can work together, or in a circle for a class discussion. • The use of an Internet connection enriches the lesson. 	<ul style="list-style-type: none"> • Students ask if they can shift the furniture to better suit small group work, or discussion. • A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes. • A student suggests an application of the white board for an activity.

Domain 3: Instruction

Component	3a: Communicating With Students
	<p>Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what it is that they are to do. When they present concepts and information, those presentations are made with accuracy, clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students’ interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher’s use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.</p> <p>Elements of Component 3a are:</p> <ul style="list-style-type: none"> • Expectations for learning <i>The goals for learning are communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science) by the end of the lesson students are clear about what they have been learning.</i> • Directions for activities <i>Students are clear about what they are expected to do during a lesson, particularly if students are working independently or with classmates without direct teacher supervision. These directions for the lesson activities may be provided orally, in writing, or in some combination of the two.</i> • Explanations of content <i>Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students’ interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions.</i> • Use of oral and written language <i>For many students, their teachers’ use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Clarity of lesson purpose</i> • <i>Clear directions and procedures specific to the lesson activities</i> • <i>Absence of content errors and clear explanations of concepts</i> • <i>Students understand the content</i> • <i>Correct and imaginative use of language</i>

	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher’s explanation of the content contains major errors. The teacher’s spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher’s spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to the students’ ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.
Critical Attributes	<ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to the students what they will be learning. • Students indicate through their questions that they are confused as to the learning task. • The teacher makes a serious content error that will affect students’ understanding of the lesson. • Students indicate through body language or questions that they don’t understand the content being presented. • Teacher’s communications include errors of vocabulary or usage. • Vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> • The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. • Teacher must clarify the learning task so students can complete it. • The teacher makes no serious content errors, although may make a minor error. • The teacher’s explanation of the content consists of a monologue or is purely procedural with minimal participation by students. • Vocabulary and usage are correct but unimaginative. • Vocabulary is too advanced or juvenile for the students. 	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students will be learning. • If appropriate, the teacher models the process to be followed in the task. • Students engage with the learning task, indicating that they understand what they are to do. • The teacher makes no content errors. • Teacher’s explanation of content is clear, and invites student participation and thinking. • Vocabulary and usage are correct and completely suited to the lesson. • Vocabulary is appropriate to the students’ ages and levels of development. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • The teacher points out possible areas for misunderstanding. • Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • All students seem to understand the presentation. • The teacher invites students to explain the content to the class, or to classmates. • Teacher uses rich language, offering brief vocabulary lessons where appropriate.
Possible Examples	<ul style="list-style-type: none"> • A student asks: “What are we supposed to be doing?” but the teacher ignores the question. • The teacher states that to add fractions, they must have the same numerator. • Students have a quizzical look on their faces; some may withdraw from the lesson. • Students become disruptive, or talk among themselves in an effort to 	<ul style="list-style-type: none"> • The teacher mis-pronounces “...” • The teacher says: “And oh, by the way, today we’re going to factor polynomials.” • A student asks: “What are we supposed to be doing?” and the teacher clarifies the task. • Students ask “What do I write here?” in order to complete a task. • The teacher says: “Watch me while I show you how to” with students 	<ul style="list-style-type: none"> • “By the end of today’s lesson, you’re all going to be able to factor different types of polynomials.” • In the course of a presentation of content, the teacher asks of students: “Can anyone think of an example of that?” • The teacher uses a board or projection device so students can refer to it without requiring the teacher’s attention. 	<ul style="list-style-type: none"> • The teacher says: “Here’s a spot where some students have difficulty: ...be sure to read it carefully.” • The teacher asks a student to explain the task to other students. • When needed, a student offers clarification about the learning task to classmates. • The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has

	Unsatisfactory	Basic	Proficient	Distinguished
	<p><i>follow the lesson.</i></p> <ul style="list-style-type: none"> • <i>The teacher uses technical terms with an elementary class without explaining their meanings.</i> • <i>The teacher says “ain’t.”</i> 	<p><i>asked only to listen.</i></p> <ul style="list-style-type: none"> • <i>A number of students do not seem to be following the explanation.</i> • <i>Students are inattentive during the teacher’s explanation of content.</i> 		<p><i>been sitting in the sun.</i></p> <ul style="list-style-type: none"> • <i>The teacher says: “Who would like to explain this idea to us?”</i> • <i>The teacher pauses during an explanation of the civil rights movement to remind students that the prefix “in” as in “inequality” means “not.” The prefix “un” also means the same thing.</i>

Component	3b: Using Questioning and Discussion Techniques
	<p>Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers’ practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal “quiz.” Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students’ responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.</p> <p>Not all questions must be at a high cognitive level in order for a teacher’s performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is “on board.” Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher’s performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students’ questions and discussion in their small groups may be considered as part of this component.</p> <p>In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.</p> <p>Elements of component 3b are:</p> <ul style="list-style-type: none"> • Quality of questions/prompts <i>Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students’ understanding.</i> • Discussion techniques <i>Effective teachers promote learning through discussion. Some teachers report that “we discussed x” when what they mean is that “I said x.” That is, some teachers confuse discussion with explanation of content; as important as that is, it’s not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students’ views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.</i> • Student participation <i>In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Questions of high cognitive challenge, formulated by both students and teacher</i> • <i>Questions with multiple correct answers, or multiple approaches even when there is a single correct response</i> • <i>Effective use of student responses and ideas</i> • <i>Discussion with the teacher stepping out of the central, mediating role</i> • <i>High levels of student participation in discussion</i>

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using questioning / prompts and discussion	Teacher’s questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	<ul style="list-style-type: none"> • Questions are rapid-fire, and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • A few students dominate the discussion. 	<ul style="list-style-type: none"> • Teacher frames some questions designed to promote student thinking, but only a few students are involved. • The teacher invites students to respond directly to one another’s ideas, but few students respond. • Teacher calls on many students, but only a small number actually participate in the discussion. 	<ul style="list-style-type: none"> • Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. • The teacher makes effective use of wait time. • The teacher builds on uses student responses to questions effectively. • Discussions enable students to talk to one another, without ongoing mediation by the teacher. • The teacher calls on most students, even those who don’t initially volunteer. • Many students actively engage in the discussion. 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion.
Possible Examples	<ul style="list-style-type: none"> • All questions are of the “recitation” type, such as “What is 3 x 4?” • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher only calls on students who have their hands up. 	<ul style="list-style-type: none"> • Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?” • The teacher asks: “Who has an idea about this?” but the same three students offer comments. • The teacher asks: “Michael, can you comment on Mary’s idea?” but Michael does not respond, or makes a comment directly to the teacher. 	<ul style="list-style-type: none"> • The teacher asks: “What might have happened if the colonists had not prevailed in the American war for independence?” • The teacher uses plural the form in asking questions, such as: “What are some things you think might contribute to...?” • The teacher asks: “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary. • The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class. 	<ul style="list-style-type: none"> • A student asks “How many ways are there to get this answer?” • A student says to a classmate: “I don’t think I agree with you on this, because...” • A student asks of other students: “Does anyone have another idea as to how we might figure this out?” • A student asks “What if...?”

Component	3c: Engaging Students in Learning
	<p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.</p> <p>In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.</p> <p>Elements of Component 3c are:</p> <ul style="list-style-type: none"> • Activities and assignments <i>The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.</i> • Grouping of students <i>How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.</i> • Instructional materials and resources <i>The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. While some teachers are obliged to use a school or district’s officially sanctioned materials, many teacher use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.</i> • Structure and pacing <i>No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Activities aligned with the goals of the lesson • Student enthusiasm, interest, thinking, problem-solving, etc • Learning tasks that require high-level student thinking and are aligned with lesson objectives • Students highly motivated to work on all tasks and are persistent even when the tasks are challenging • Students actively “working,” rather than watching while their teacher “works.” • Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags, or is rushed. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Student engagement with the content is largely passive, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. • The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Possible Examples	<ul style="list-style-type: none"> • Students are able to fill out the lesson worksheet without understanding what it’s asking them to do. • The lesson drags, or feels rushed. • Students complete “busy work” activities. 	<ul style="list-style-type: none"> • Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle, and end to the lesson. • Parts of the lesson have a suitable pace; other parts drag or feel rushed. 	<ul style="list-style-type: none"> • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. • Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. • There is a clear beginning, middle, and end to the lesson. • The lesson is neither rushed nor drags. 	<ul style="list-style-type: none"> • Students are asked to write an essay “in the style of Hemmingway.” • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson.

Component	3d: Using Assessment in Instruction
	<p>Assessment of student learning plays an important role in instruction; no longer does it signal the <i>end</i> of instruction; it is now recognized to be an integral part of instruction. While assessment <i>of</i> learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment <i>for</i> learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.</p> <p>Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.</p> <p>Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component.</p> <p>But as important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment."</p> <p>Elements of Component 3d are:</p> <ul style="list-style-type: none"> • Assessment Criteria <i>It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.</i> • Monitoring of student learning <i>A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.</i> • Feedback to students <i>Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.</i> • Student self-assessment and monitoring of progress <i>The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Teacher paying close attention to evidence of student understanding</i> • <i>Teacher posing specifically-created questions to elicit evidence of student understanding</i> • <i>Teacher circulating to monitor student learning and to offer feedback</i> • <i>Students assessing their own work against established criteria</i> • <i>Teacher adjusting instruction in response to evidence of student understanding (or lack of it)</i>

	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes	<ul style="list-style-type: none"> • The teacher gives no indication of what high quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific, not oriented towards future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer-assessment. • The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work. • The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for at least groups of students. • The teacher attempts to engage students in self- or peer-assessment. • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is specific and timely, and is provided from many sources, including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • The teacher's adjustments to the lesson are designed to assist individual students.
Possible Examples	<ul style="list-style-type: none"> • A student asks: "How is this assignment going to be graded?" • A student asks "Does this quiz count towards my grade?" • The teacher forges ahead with a presentation without checking for understanding. • The teacher says: "good job, everyone." 	<ul style="list-style-type: none"> • Teacher asks: "Does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept. 	<ul style="list-style-type: none"> • The teacher circulates during small group or independent work, offering suggestions to groups of students. • The teacher uses a specifically-formulated question to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors. 	<ul style="list-style-type: none"> • The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. • While students are working, the teacher circulates providing substantive feedback to individual students. • The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.

<p>Component</p>	<p>3e: Demonstrating Flexibility and Responsiveness</p>
	<p>“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find that either a lesson is not going as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p> <p>Elements of component 3e are:</p> <ul style="list-style-type: none"> • Lesson adjustment <i>Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher’s store of alternate instructional strategies, and the confidence to make a shift when needed.</i> • Response to students <i>Occasionally during a lesson an unexpected event will occur which presents a true “teachable moment.” It is a mark of considerable teacher skill to be able to capitalize on such opportunities.</i> • Persistence <i>Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Incorporation of student interests and events of the day into a lesson</i> • <i>Visible adjustment in the face of student lack of understanding</i> • <i>Teacher seizing on a “teachable moment”</i>

	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Critical Attributes	<ul style="list-style-type: none"> • Teacher ignores indications of student boredom or lack of understanding. • Teacher brushes aside student questions. • Teacher makes no attempt to incorporate student interests into the lesson. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students. 	<ul style="list-style-type: none"> • Teacher's efforts to modify the lesson are only partially successful. • Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so. 	<ul style="list-style-type: none"> • Teacher successfully makes a minor modification to the lesson. • Teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Teacher successfully executes a major lesson readjustment when needed. • Teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.
Possible Examples	<ul style="list-style-type: none"> • The teacher says: "We don't have time for that today." • The teacher makes no attempt to adjust the lesson based on student confusion. • The teacher says: "If you'd just pay attention, you could understand this." 	<ul style="list-style-type: none"> • The teacher says: "I'll try to think of another way to come at this and get back to you." • The teacher says: "I realize not everyone understands this, but we can't spend any more time on it." • The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson. 	<ul style="list-style-type: none"> • The teacher says: "That's an interesting idea; let's see how it fits." • The teacher illustrates a principle of good writing to a student using his interest in basketball as context. • The teacher says: "Let's try this way, and then uses another approach." 	<ul style="list-style-type: none"> • The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it." • The teacher incorporates the school's upcoming championship game into an explanation of averages. • The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."

Domain 4:	Professional Responsibilities
4a: Reflecting on Teaching	<p>Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.</p> <p>Elements of component 4a are:</p> <ul style="list-style-type: none"> • Accuracy <i>As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.</i> • Use in future teaching <i>In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Accurate reflections on a lesson • Citations of adjustments to practice, drawing on a repertoire of strategies

	Unsatisfactory	Basic	Proficient	Distinguished
4a Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	<ul style="list-style-type: none"> • The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> • The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> • The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Teacher’s assessment of the lesson is thoughtful, and includes specific indicators of effectiveness. • Teacher’s suggestions for improvement draw on an extensive repertoire.
Possible Examples	<ul style="list-style-type: none"> • Despite evidence to the contrary, the teachers says, “My students did great on that lesson!” • The teacher says: “That was awful; I wish I knew what to do!” 	<ul style="list-style-type: none"> • At the end of the lesson the teacher says, “I guess that went okay.” • The teacher says: “I guess I’ll try x next time.” 	<ul style="list-style-type: none"> • The teacher says: “I wasn’t pleased with the level of engagement of the students.” • The teacher’s journal indicates several possible lesson /improvements. 	<ul style="list-style-type: none"> • The teacher says: “I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.” • In conversation with colleagues, the teacher considers different group strategies for improving a lesson.

Domain 4:	Professional Responsibilities
<p>4b: Maintaining Accurate Records</p>	<p>An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital, as these records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically, using spreadsheets and databases, allowing for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.</p> <p>Elements of component 4b are:</p> <ul style="list-style-type: none"> • Student completion of assignments <i>Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.</i> • Student progress in learning <i>In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.</i> • Non-instructional records <i>Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes • Processes of maintaining accurate non-instructional records

	Unsatisfactory	Basic	Proficient	Distinguished
4b Maintaining Accurate Records	Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher’s records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	<ul style="list-style-type: none"> • <i>Absence of a system for either instructional or non-instructional records.</i> • <i>Record-keeping systems that are in disarray so as to provide incorrect or confusing information.</i> 	<ul style="list-style-type: none"> • <i>The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.</i> • <i>The teacher’s process for tracking student progress is cumbersome to use.</i> • <i>The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.</i> 	<ul style="list-style-type: none"> • <i>The teacher’s process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</i> • <i>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.</i> • <i>The teacher’s process for recording non-instructional information is both efficient and effective.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • <i>Students contribute to and maintain records indicating completed and/or outstanding work assignments.</i> • <i>Students contribute to and maintain data files indicating their own progress in learning.</i> • <i>Students contribute to maintaining non-instructional records for the class.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>A student says, “I’m sure I turned in that assignment, but the teacher lost it!”</i> • <i>The teacher says, “I misplaced the writing samples for my class but it doesn’t matter – I know what the students would have scored.”</i> • <i>On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.</i> 	<ul style="list-style-type: none"> • <i>A student says, “I wasn’t in school today, and my teacher’s website is out of date, so I don’t know what the assignments are!”</i> • <i>The teacher says: “I’ve got all these notes about how the kids are doing; I should put them into the system but I just don’t have time.”</i> • <i>On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.</i> 	<ul style="list-style-type: none"> • <i>The teacher-creates a link on the class website which students can access to check on any missing assignments.</i> • <i>The teacher’s grade book records student progress toward learning goals.</i> • <i>The teacher-creates a spreadsheet for tracking which students have paid for their school pictures.</i> 	<ul style="list-style-type: none"> • <i>A student from each team maintains the database of current and missing assignments for the team.</i> • <i>When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals.</i> • <i>When they bring in their permission slips for a field trip, students add their own information to the database.</i>

<p>Domain 4:</p>	<p>Professional Responsibilities</p>
<p>4c: <i>Communicating with Families</i></p>	<p>Although the ability of families to participate in their child’s learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them about the instructional program, about individual students and they invite them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher’s effort to communicate with families conveys an essential caring on the part of the teacher, valued by families of students of all ages.</p> <p>Elements of component 4c are:</p> <ul style="list-style-type: none"> • Information about the instructional program <i>Frequent information is provided to families, as appropriate, about the instructional program</i> • Information about individual students <i>Frequent information is provided to families, as appropriate, about students’ individual progress</i> • Engagement of families in the instructional program <i>Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Frequent and culturally appropriate information sent home regarding the instructional program, and student progress • Two-way communication between the teacher and families • Frequent opportunities for families to engage in the learning process

	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher’s efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	<ul style="list-style-type: none"> • Little or no information regarding instructional program available to parents. • Families are unaware of their children’s progress. • Lack of family engagement activities. • Culturally inappropriate communication. 	<ul style="list-style-type: none"> • School or district-created materials about the instructional program are sent home. • Infrequent or incomplete information sent home by teachers about the instructional program. • Teacher maintains school-required grade book but does little else to inform families about student progress. • Teacher communications are sometimes inappropriate to families’ cultural norms. 	<ul style="list-style-type: none"> • Information about the instructional program is available on a regular basis. • The teacher sends information about student progress home on a regular basis. • Teacher develops activities designed to successfully engage families in their children’s learning, as appropriate. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • On a regular basis, students develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process.
Possible Examples	<ul style="list-style-type: none"> • A parent says, “I’d like to know what my kid is working on at school!” • A parent says, “I wish I knew something about my child’s progress before the report card comes out.” • A parent says, “I wonder why we never see any school work come home.” 	<ul style="list-style-type: none"> • A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.” • A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note saying that he’s doing fine.” • Weekly quizzes are sent home for parent/guardian signature. 	<ul style="list-style-type: none"> • The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc. • The teacher-created monthly progress report sent home for each student. • The teacher sends home a project that asks students to interview a family member about growing up during the 1950’s. 	<ul style="list-style-type: none"> • Students-create materials for “Back to School” night that outline the approach for learning science. • Student daily reflection log describes learning and go home each week for a response from a parent or guardian. • Students design a project on charting family use of plastics.

<p>Domain 4:</p>	<p>Professional Responsibilities</p>
<p>4d: <i>Participating in a Professional Community</i></p>	<p>Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, and recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers’ duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees, or engagement with the parent teacher organization. With experience, teachers assume leadership roles in these activities.</p> <p>Elements of component 4d are:</p> <ul style="list-style-type: none"> • Relationships with colleagues <i>Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success</i> • Involvement in a culture of professional inquiry <i>Teachers contribute to and participate in a learning community that supports and respects its members’ efforts to improve practice</i> • Service to the school <i>Teachers’ efforts move beyond classroom duties by contributing to school initiatives and projects</i> • Participation in school and district projects <i>Teachers contribute to and support larger school and district projects designed to improve the professional community</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Regular teacher participation with colleagues to share and plan for student success • Regular teacher participation in professional courses or communities that emphasize improving practice • Regular teacher participation in school initiatives • Regular teacher participation and support of community initiatives

	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a Professional Community	Teacher’s relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school’s culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	<ul style="list-style-type: none"> • The teacher’s relationship with colleagues is characterized by negativity or combativeness. • The teacher purposefully avoids contributing to activities promoting professional inquiry. • The teacher avoids involvement in school activities and school district and community projects. 	<ul style="list-style-type: none"> • The teacher has pleasant relationship with colleagues. • When invited, the teacher participates in activities related to professional inquiry. • When asked, the teacher participates in school activities, and school district and community projects. 	<ul style="list-style-type: none"> • The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school events and school district and community projects. 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher regularly contributes to and leads events that positively impact school life. • The teacher regularly contributes to and leads significant school district and community projects.
Possible Examples	<ul style="list-style-type: none"> • The teacher doesn’t share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good. • The teacher does not attend PLC meetings. • The teacher does not attend any school function after the dismissal bell. • The teacher says, “I work from 8:30 to 3:30 and not a minute more – I won’t serve on any district committee unless they get me a substitute to cover my class.” 	<ul style="list-style-type: none"> • The teacher is polite, but never shares any instructional materials with his grade partners. • The teacher only attends PLC meetings when reminded by her supervisor. • The principal says, “I wish I didn’t have to ask the teacher to ‘volunteer’ every time we need someone to chaperone the dance.” • The teacher only contributes to the district Literacy committee when requested by the principal. 	<ul style="list-style-type: none"> • The principal remarks that the teacher’s students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings. • The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues. • The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there. • The teacher enthusiastically represents the school during the district Social Studies review and brings her substantial knowledge of U.S. history to the course writing team. 	<ul style="list-style-type: none"> • The teacher leads the “mentor” teacher group at school, devoted to supporting new teachers during their first years of teaching. • The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. • The teacher leads the school’s annual “Olympics” day, involving all students and faculty in athletic events. • The teacher leads the school district wellness committee, involving healthcare and nutrition specialists from the community.

<p>Domain 4:</p>	<p>Professional Responsibilities</p>
<p><i>4e: Growing and Developing Professionally</i></p>	<p>As in other professions, the complexity of teaching requires continued growth and development, in order to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleague through such activities as joint planning, study groups, and lesson study provide opportunities for teachers to learn from one another. These activities allow for job embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p> <p>Elements of component 4e are:</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill <i>Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction</i> • Receptivity to feedback from colleagues <i>Teachers actively pursue networks that provide collegial support and feedback</i> • Service to the profession <i>Teachers are active in professional organizations serving to enhance their personal practice and so they can provide leadership and support to colleagues</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Frequent teacher attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; feedback freely shared • Participation in professional organizations supporting academic inquiry

	Unsatisfactory	Basic	Proficient	Distinguished
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Critical Attributes	<ul style="list-style-type: none"> • The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attending conferences. 	<ul style="list-style-type: none"> • The teacher participates in professional activities when required or when provided by the school district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to educational professional organizations. 	<ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback. • The teacher actively participates in professional organizations designed to contribute to the profession. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.
Possible Examples	<ul style="list-style-type: none"> • The teacher never takes continuing education courses, even though the credits would increase his salary. • The teacher endures the principal’s annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she can simply discard the feedback form. • Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members’ time. 	<ul style="list-style-type: none"> • The teacher politely attends district workshops and professional development days, but doesn’t make much use of the materials received. • The teacher listens to his principal’s feedback after a lesson, but isn’t sure that the recommendations really apply in his situation. • The teacher joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn’t feel it’s worth too much of her time. 	<ul style="list-style-type: none"> • The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year. • The teacher enjoys her principal’s weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day. • The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students’ conceptual understanding. 	<ul style="list-style-type: none"> • The teacher’s principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. • The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. • The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.

<p>Domain 4:</p>	<p>Professional Responsibilities</p>
<p>4f: Showing Professionalism</p>	<p>Expert teachers demonstrate professionalism in both service to students as well as to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective.</p> <p>Elements of component 4f are:</p> <ul style="list-style-type: none"> • Integrity and ethical conduct <i>Teachers act with integrity and honesty</i> • Service to students <i>Teachers put students first in all considerations of their practice</i> • Advocacy <i>Teachers support their students' best interests, even in the face of traditional practice or beliefs</i> • Decision-making <i>Teachers solve problems with students' needs as a priority</i> • Compliance with school and district regulations <i>Teachers adhere to policies and procedures</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Teacher has a reputation as someone who can be trusted and is often sought as a sounding board • During committee or planning work, teacher frequently reminds participants that the students are the utmost priority • Teacher will support students, even in the face of difficult situations or conflicting policies • Teachers challenge existing practice in order to put students first • Teacher consistently fulfills school district mandates regarding policies and procedures

	Unsatisfactory	Basic	Proficient	Distinguished
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher is dishonest.</i> • <i>Teacher does not notice the needs of students.</i> • <i>The teacher engages in practices that are self-serving.</i> • <i>The teacher willfully rejects school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest.</i> • <i>Teacher notices the needs of students, but is inconsistent in addressing them.</i> • <i>Teacher does not notice that some school practices result in poor conditions for students.</i> • <i>Teacher makes decisions professionally, but on a limited basis.</i> • <i>Teacher complies with school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest and known for having high standards of integrity.</i> • <i>Teacher actively addresses student needs.</i> • <i>Teacher actively works to provide opportunities for student success.</i> • <i>Teacher willingly participates in team and departmental decision-making.</i> • <i>Teacher complies completely with school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</i> • <i>Teacher is highly proactive in serving students.</i> • <i>Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</i> • <i>Teacher takes a leadership role in team and departmental decision-making.</i> • <i>Teacher takes a leadership role regarding school district regulations.</i>

	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> • The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues. • The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother can't afford daycare. • The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs. • When one his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities. • The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break. 	<ul style="list-style-type: none"> • The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her." • The teacher considers staying late to help some of her students in after-school daycare, but realizes it conflicts with her gym class so she decides against it. • The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of. • When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance. • The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair. 	<ul style="list-style-type: none"> • The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately. • Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons. • The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. • The English department chair says, "I appreciate when attends our after school meetings – he always contributes something meaningful to the discussion." • The teacher learns the district's new online curriculum mapping system and writes in all of her courses. 	<ul style="list-style-type: none"> • When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom she knows can be relied on for expert advice and complete discretion. • After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students who have come to love the after-school sessions. • The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students. • The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss. • When the district adopts a new web-based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation.

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**TEACHSCAPE FRAMEWORK FOR TEACHING
Teacher Observation Category Scoring Summary**

Teacher Name: _____ School Year: _____
 Evaluator: _____

Point Values:

Highly Effective (Distinguished)	3.50 - 4.00
Effective (Proficient)	2.50 - 3.49
Developing (Basic)	1.50 - 2.49
Ineffective (Unsatisfactory)	0.00 - 1.49

Summary of Completed Observations

90% Observation 1 _____
 90% Observation 2 _____
 10% Observation 1 _____

Reference HEDI Conversion

Chart:

90% Section	_____		
10% Section	_____		
Total	_____	_____ #N/A	Rating

TEACHSCAPE FRAMEWORK FOR TEACHING
Teacher Observation Category Scoring Summary
Announced Observation #1
Tenured/Non-Tenured

Teacher Name: _____ 0 School Year: _____ 0
 Evaluator Name: _____ Date of Observation: _____

Point Values:

Highly Effective (Distinguished)	4
Effective (Proficient)	3
Developing (Basic)	2
Ineffective (Unsatisfactory)	1

Domain 1: Planning and Preparation (.25 weighting)

Component 1a		
Component 1b		
Component 1c		
Component 1d		
Component 1e		
Component 1f		
Total:	<u>0</u>	

Average per Component: Total $\frac{0}{0} \div 0 = \frac{0.000}{0.000}$
 Weighted Score: Average per Component $\frac{0.000}{0.000} \times 0.25 = \frac{0.0000}{0.0000}$

Domain 2: The Classroom Environment (.27 weighting)

Component 2a		
Component 2b		
Component 2c		
Component 2d		
Component 2e		
Total:	<u>0</u>	

Average per Component: Total $\frac{0}{0} \div 0 = \frac{0.000}{0.000}$
 Weighted Score: Average per Component $\frac{0.000}{0.000} \times 0.27 = \frac{0.0000}{0.0000}$

Domain 3: Instruction (.35 weighting)

Component 3a		
Component 3b		

Component 3c	
Component 3d	
Component 3e	
Total:	<u>0</u>

Average per Component: Total $\frac{0}{0} = 0.000$
 Weighted Score: Average per Component $\frac{0.000}{0.35} = 0.0000$

Teacher Name: _____ 0

Domain 4: Professional Responsibilities (.13 weighting)

Component 4a	
Component 4b	
Component 4c	
Component 4d	
Component 4e	
Component 4f	
Total:	<u>0</u>

Average per Component: Total $\frac{0}{0} = 0.000$
 Weighted Score: Average per Component $\frac{0.000}{0.13} = 0.0000$

90% Section Domain Totals:

Domain 1	<u>0.0000</u>
Domain 2	<u>0.0000</u>
Domain 3	<u>0.0000</u>
Domain 4	<u>0.0000</u>
Total:	<u>0.00</u>

_____ #N/A _____ Rating

TEACHSCAPE FRAMEWORK FOR TEACHING
Teacher Observation Category Scoring Summary
Announced Observation #2
Non-Tenured

Teacher Name: _____ **0** **School Year:** _____ **0**
Evaluator Name: _____ **Date of Observation:** _____

Point Values:

Highly Effective (Distinguished)	4
Effective (Proficient)	3
Developing (Basic)	2
Ineffective (Unsatisfactory)	1

Domain 1: **Planning and Preparation (.25 weighting)**

Component 1a	█
Component 1b	█
Component 1c	█
Component 1d	█
Component 1e	█
Component 1f	█
Total:	<u>0</u>

Average per Component:	Total	<u>0</u>	÷	<u>0</u>	=	<u>0.000</u>
Weighted Score: Average per Component		<u>0.000</u>	x	<u>0.25</u>	=	<u>0.0000</u>

Domain 2: **The Classroom Environment (.27 weighting)**

Component 2a	█
Component 2b	█
Component 2c	█
Component 2d	█
Component 2e	█
Total:	<u>0</u>

Average per Component:	Total	<u>0</u>	÷	<u>0</u>	=	<u>0.000</u>
Weighted Score: Average per Component		<u>0.000</u>	x	<u>0.27</u>	=	<u>0.0000</u>

Domain 3: **Instruction (.35 weighting)**

Component 3a	█
Component 3b	█

Component 3c	
Component 3d	
Component 3e	
Total:	<u>0</u>

Average per Component: $\frac{\text{Total } 0}{0} = 0.000$
 Weighted Score: Average per Component $0.000 \times 0.35 = 0.0000$

Teacher Name: _____ 0 Page 2

Domain 4: Professional Responsibilities (.13 weighting)

Component 4a	
Component 4b	
Component 4c	
Component 4d	
Component 4e	
Component 4f	
Total:	<u>0</u>

Average per Component: $\frac{\text{Total } 0}{0} = 0.000$
 Weighted Score: Average per Component $0.000 \times 0.13 = 0.0000$

90% Section Domain Totals:

Domain 1	<u>0.0000</u>		
Domain 2	<u>0.0000</u>		
Domain 3	<u>0.0000</u>		
Domain 4	<u>0.0000</u>		
Total:	<u>0.00</u>	<u>#N/A</u>	Rating

TEACHSCAPE FRAMEWORK FOR TEACHING
Teacher Observation Category Scoring Summary
Unannounced Observation #1
Tenured/Non-Tenured

Teacher Name: _____ 0 School Year: _____ 0
 Independent Evaluator Name: _____ Date of Observation: _____

Point Values:

Highly Effective (Distinguished)	4
Effective (Proficient)	3
Developing (Basic)	2
Ineffective (Unsatisfactory)	1

Domain 2: The Classroom Environment (.50 weighting)

Component 2a	█
Component 2b	█
Component 2c	█
Component 2d	█
Component 2e	█
Total:	<u>0</u>

Average per Component: Total $\frac{0}{0} = 0.000$
 Weighted Score: Average per Component $\frac{0.000}{0.50} = 0.0000$

Domain 3: Instruction (.50 weighting)

Component 3a	█
Component 3b	█
Component 3c	█
Component 3d	█
Component 3e	█
Total:	<u>0</u>

Average per Component: Total $\frac{0}{0} = 0.000$
 Weighted Score: Average per Component $\frac{0.000}{0.50} = 0.0000$

10% Section Domain Totals:

Domain 2	<u>0.0000</u>		
Domain 3	<u>0.0000</u>		
Total:	<u>0.00</u>	<u>#N/A</u>	Rating

**Conversion to HEDI Rating for State Approved Measures
20-Point Scale**

Percent Meeting Target	Points	
97%-100%	20	Highly Effective
93%-96%	19	
90%-92%	18	
85%-89%	17	Effective
80%-84%	16	
75%-79%	15	
67%-74%	14	Developing
60%-66%	13	
55%-59%	12	Ineffective
49%-54%	11	
44%-48%	10	
39%-43%	9	
34%-38%	8	
29%-33%	7	
25%-28%	6	
21%-24%	5	
17%-20%	4	
13%-16%	3	
9%-12%	2	
5%-8%	1	
0%-4%	0	

- SAMPLE -

Dear Staff Member:

Please contact (name) to schedule your initial Annual Professional Performance Review (APPR) conference. All conferences must be completed by November ~~14~~ **15**. Our meeting will be approximately one hour in length.

During the APPR initial conference we will:

- Outline the process
- Review the rubric
- Review student performance data
- Establish student performance targets
- Determine professional development needs/priorities to support your progress on APPR

Please familiarize yourself with the Teacher APPR packet prior to your initial APPR conference and be prepared to identify performance goals within the rubric area.

Thank you.



Monroe 2-Orleans BOCES

ANNUAL PROFESSIONAL PERFORMANCE REVIEW FORM

Staff Member: _____ Position: _____

Evaluator: _____

School year: _____

I. Initial APPR Conference **Date:** _____

- a) Employee status (please check one)
 Non-tenured/~~probationary~~
 Tenured/~~permanent~~
- b) Outline process and discuss observations
- c) Review rubric and forms
- d) Evaluator and teacher review student performance data
- e) Evaluator and teacher establish student performance targets
- f) Evaluator and teacher determine professional development needs/priorities to support teacher progress on APPR

II. Final APPR Conference **Date:** _____

- a) Discuss progress towards state and local student performance targets and conversion to state and local HEDI points and ratings. May not be able to complete this discussion due to unavailable state assessment data.

Student Performance Category Points: _____ **Rating:** _____

- b) Review rubric ratings and conversion to HEDI points and rating.

Teacher Observation Category Points: _____ **Rating:** _____

- c) Complete Summative Evaluation including composite HEDI score and rating to the extent that state assessment data is available.

~~Original Composite~~ **Overall Rating:** _____

~~Transitional Composite Rating:~~ _____

Staff Member: _____

d) Areas of Strength (*based on teacher evaluation rubric*):

e) Areas for Growth (*based on teacher evaluation rubric*):

f) Establish professional development goal(s) based on needs evident in APPR evaluation.

For teachers whose assessment data is not available for the completion of the Summative Evaluation by June 23 **26**, the evaluation will be provided by September 1.

Evaluator's signature: _____ Date: _____

Staff member's signature: _____ Date: _____

Distribution: Personnel File
Supervisor
Employee

**ADDENDUM TO
ANNUAL PROFESSIONAL PERFORMANCE REVIEW**

Student Performance: _____ **Rating:** _____

Observation Category: _____ **Rating:** _____

Composite Rating: _____ **Rating:** _____

Evaluator's signature: _____ Date: _____

Staff member's signature: _____ Date: _____

Monroe 2-Orleans BOCES Observation Reports





Monroe 2-Orleans BOCES

**PLANNING AND PREPARATION GUIDE
PRE-OBSERVATION REPORT**

Name: _____ Date of Pre-Observation: _____

Subject/Area: _____ Observer: _____

Time: _____ Date of Observation: _____

Lesson/Activity: _____

Directions: Unit members should complete the following questions in preparation for their pre-observation meeting *or submit a lesson plan with same information.*

1a. Demonstrating Knowledge of Content and Pedagogy

Please explain how this unit or lesson demonstrates your content knowledge: _____

Things to consider when planning for 1a:

- What are the most important concepts related to this content area?
- What do students need to know or be able to do before they can master these concepts?
- What instructional strategies and/or pedagogical approaches work best to help students master this content?

1b. Demonstrating Knowledge of Students

Please explain how you used knowledge of your students to develop this lesson and student groupings: _____

Things to consider when planning for 1b:

- What do you know about the levels of development for your students?
- What do you know about your students' background, cultures, skills, language proficiency, interests, and special needs?
- What are the different ways that you group your students?
- How are decisions about student groupings made?

1c. Setting Instructional Outcomes

Please explain how the outcomes you set for a unit or lesson align to both your content knowledge and knowledge of students and demonstrate what students will learn and do within the unit or lesson: _____

Things to consider when planning for 1c:

- Do the outcomes represent the most important concepts/learning in this content area?
- Are the outcomes clearly written?
- Do the outcomes represent different types of learning?
- Can you assess these outcomes?
- Can these outcomes be modified for individual students?

1d. Demonstrating Knowledge of Resources

Please describe the resources that were used to develop this unit or lesson as well as the resources students will be using throughout the unit or lesson: _____

Things to consider when planning for 1d:

- What instructional resources are available to assist the teacher?
- What types of resources can be obtained through professional organizations and universities to assist the teacher?
- What resources are available to the students within the classroom?
- What additional resources can be made available to the students?
- How do the resources connect to student outcomes?

1e. Designing Coherent Instruction

Please describe how this lesson fits within your unit/topic as well as the specific learning experiences that will be provided to students: _____

Things to consider when planning for 1e:

- How will this lesson or unit be structured?
- What learning experiences will be provided?
- How will these experiences be differentiated for students?
- What materials and resources will students be using?
- Do the learning experiences align to the outcomes?

1f. Designing Student Assessment

Please describe how the instructional outcomes of this lesson will be assessed (formative) as well as how the assessment aligns to both future instruction and summative assessments: _____

Things to consider when planning for 1f:

- What outcomes will be assessed?
- How will these outcomes be assessed?
- What is the performance criteria for the assessment?
- Can the assessment be adapted for individual students?
- How will the assessment information be used?



Monroe 2-Orleans BOCES

**POST-OBSERVATION MEETING FORM # _____
ANNOUNCED OBSERVATION**

Teacher: _____ Date: _____

1. Lesson/Activity Objective:

2. Observation Script:

3. Record of Observed Evidence (script) and alignment to rubric sent to teacher on _____ (date).

POST-OBSERVATION MEETING:

Post-observation comments (related to the observation only for Domains 1-4; see Discussion Questions for Domain 4)

A. Summary of discussion (align questions, discussion, etc., to the rubric component):

B. Areas of strength identified in the observation (include evidence from script aligned to rubric component, use rubric language to explain why this is a strength):

C. Areas of growth identified in the observation (include evidence from script aligned to rubric component, use rubric language to explain why this is an area of growth):

D. Domain 4 discussion of areas of strength and growth.

Observation Score: _____

Observation Rating: _____

Evaluator's Signature: _____

Date: _____

Staff Member's Signature: _____

Date: _____



Monroe 2-Orleans BOCES

UNANNOUNCED OBSERVATION FORM #_____

Name: _____ Independent Evaluator: _____

Date: _____

Class Observed: _____ Time: _____

Script and Rubric Alignment:

Elements of Effective Instruction of Note:

Elements of Effective Instruction for Further Consideration:

Date of Teacher Communication: _____

Teacher Comments:

Observation Score: _____ Observation Rating: _____

Independent Evaluator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____



Monroe 2-Orleans BOCES

DISCUSSION QUESTIONS FOR DOMAIN 4

Directions: This form is used to guide the discussion of components in Domain 4.

4a. Reflection on Teaching

- How would you describe the effectiveness of this lesson?
- In what ways could this lesson have been improved?

4b. Maintaining Accurate Records

- What is your system for monitoring completion of assignments?
- What is your system for monitoring student progress?
- Can you describe the non-instructional records that you keep?
- What role do the students have in record keeping?
- How do students contribute to record keeping or help maintain records?

4c. Communicating with Families

- How is information about the instructional program shared with families?
- How are families engaged in the instructional program?
- How is information about student progress shared with families?
- What role do the students have in sharing information with families?
- Can you describe a parent question/concern that you addressed this year?

4d. Participating in a Professional Community

- How have you cooperated/collaborated with colleagues?
- What school or district events/projects have you participated in?
- What leadership roles have you assumed?
- What contributions do you think you've made to the school/district?

4e. Growing and Developing Professionally

- Describe the professional development you've had this year. How have these opportunities impacted instruction?
- Have you initiated any professional development opportunities?
- Can you give an example of feedback you've received from a colleague or supervisor?
- How did this feedback effect instruction?
- What professional organizations do you participate in?
- How has this participation impacted your instruction?
- Do you have any leadership roles in these organizations?

4f. Showing Professionalism

- Can you describe a situation where you demonstrated honesty, integrity, and confidentiality?
- How have you advocated for students?
- How have you addressed specific student needs?
- Can you describe a situation where you challenged negative attitudes or practices?
- Can you describe how you've assumed a leadership role in a decision-making process?

Monroe 2-Orleans BOCES
Student Performance Category Target Setting
Student Data Collection Worksheet (optional)

Appendix XV (G)

Measure	Year/Grade Level	Score/Rank	Comments
<i>Standardized tests:</i>			
ELA			
Math			
Other:			
<i>Literacy Benchmarks:</i>			
DRA			
QRI			
DSA			
Writing			
Other:			
<i>IEP Goals:</i>			
Reading			
Writing			
Math			
Social/Emotional			
Other:			
<i>IEP Info PLEPS:</i>			
Academic			
Social			
Management			
Physical			
<i>Transcript data:</i>			
GPA:			
<i>Class Performance and Participation:</i>			
<i>Classroom observations:</i>			
<i>Pre-assessment:</i>			

Monroe 2-Orleans BOCES

New York State Student Learning Objective Template

<i>All SLOs MUST include the following basic components:</i>	
Population	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>
Learning Content	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or to specific priority standards?</i>
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i>
Evidence	<i>What specific State-developed or State-approved assessment(s) will be used to measure this goal? The assessment selected must align to the learning content of the course. State assessments (including Regents examinations, Regents equivalents, and/or any State-approved equivalents) <u>must</u> be used as evidence if one of the courses required to have an SLO has a State assessment.</i>
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>

Monroe 2-Orleans BOCES

New York State Student Learning Objective Template

(Cont'd)

Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period? (All targets must include a minimum of one year of expected academic growth and all targets must be approved by the superintendent or another trained administrator serving as his or her designee.)</i>																				
HEDI Scoring	<i>Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.</i>																				
	HIGHLY EFFECTIVE			EFFECTIVE			DEVELOPING		INEFFECTIVE												
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%
Rationale	<i>Describe the reasoning behind the choices regarding the components of the SLO and how the SLO will be used together with instructional practices to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																				

Monroe 2-Orleans BOCES

SAMPLE

New York State Student Learning Objective Template

SAMPLE

<i>All SLOs MUST include the following basic components:</i>																	
Population	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>All 7-9th grade students at Ridgecrest Academy.</p>																
	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or to specific priority standards?</i></p> <p>Students will be taught how to read informational texts critically, develop claims and support them in writing with details from texts. The students will be assessed on the following NYS ELA Learning Standards:</p> <table border="1"> <thead> <tr> <th>7th grade</th> <th>8th grade</th> <th>9th and 10th grade</th> </tr> </thead> <tbody> <tr> <td>RI.7.1- <i>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></td> <td>RI.8.1- <i>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i></td> <td>RI.9-10.1- <i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></td> </tr> <tr> <td>RI.7.8- <i>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</i></td> <td>RI.8.8- <i>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning.</i></td> <td>RI.9-10.8- <i>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning.</i></td> </tr> <tr> <td>W.7.1- <i>Write arguments to support claims with clear reasons and relevant evidence.</i></td> <td>W.8.1- <i>Write arguments to support claims with clear reasons and relevant evidence.</i></td> <td>W.9-10.1- <i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></td> </tr> <tr> <td>W.7.4- <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</i></td> <td>W.8.4- <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</i></td> <td>W.9-10.4- <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</i></td> </tr> </tbody> </table>			7th grade	8th grade	9th and 10th grade	RI.7.1- <i>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>	RI.8.1- <i>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i>	RI.9-10.1- <i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>	RI.7.8- <i>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</i>	RI.8.8- <i>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning.</i>	RI.9-10.8- <i>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning.</i>	W.7.1- <i>Write arguments to support claims with clear reasons and relevant evidence.</i>	W.8.1- <i>Write arguments to support claims with clear reasons and relevant evidence.</i>	W.9-10.1- <i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i>	W.7.4- <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</i>	W.8.4- <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</i>
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Learning Content																	

	W.7.9- Draw evidence from literary or informational texts to support analysis, reflection and research.	W.8.9- Draw evidence from literary or informational texts to support analysis, reflection and research.	W.9-10.9- Draw evidence from literary or informational texts to support analysis, reflection and research.
	L.7.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.9-10.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.6.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.6.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.6.6- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.6.6- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.9-10.6- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interval of Instructional Time	<p>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</p> <p>2017-18 school year</p>		
Evidence	<p>What specific State-developed or State-approved assessment(s) will be used to measure this goal? The assessment selected must align to the learning content of the course. State assessments (including Regents examinations, Regents equivalents, and/or any State- approved equivalents) <u>must</u> be used as evidence if one of the courses required to have an SLO has a State assessment.</p> <p>Monroe 2-Orleans Department of Exceptional Children Grades 6-12 Literacy Task</p>		
Baseline	<p>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</p> <p>Baseline scores were determined as a result of the administration of an approved literacy writing prompt. (Attachment of SLO Student Data Sheet is acceptable.)</p>		

Target(s)	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period? (All targets must include a minimum of one year of expected academic growth and all targets must be approved by the superintendent or another trained administrator serving as his or her designee.)</i></p> <p>Targets were determined following meeting with supervisor and included discussion of baseline scores and other pertinent data relative to student performance. (Attachment of SLO Student Data Sheet is acceptable.)</p>																				
HEDI Scoring	<p><i>Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.</i></p>																				
	HIGHLY EFFECTIVE			EFFECTIVE			DEVELOPING		INEFFECTIVE												
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
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Rationale	<p><i>Describe the reasoning behind the choices regarding the components of the SLO and how the SLO will be used together with instructional practices to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i></p> <p>This SLO supports students need to be able to critically read and understand informational text in a way that enables them to form a claim, support the claim with relevant textual evidence and sufficient reasoning, and present rationale that counters potential opposing or alternate claims. These skills will allow students to become critical consumers of information and can be applied to future assessments including the NYS ELA Regents, NYS Global Regents, and NYS US History Regents.</p>																				

Monroe 2-Orleans BOCES

SLO STUDENT DATA SHEET

Teacher: _____

Course/Class: _____

SLO Target:

Student Name	Baseline Assessment	Target	Summative Assessment	Target Met? Yes (1) No (0)
Total # of students:				% Met:

Monroe 2-Orleans BOCES

**TEACHER APPR IMPROVEMENT PLAN FORMAT
(For §3012-d)**

This ___ week improvement plan is individually developed to address performance areas in need of improvement. This improvement plan will be reviewed _____ in order to monitor the employee’s progress in the areas identified in need of improvement.

NAME: _____

TITLE: _____

DEPARTMENT: _____

SUPERVISOR: _____

AREA(S) OF CONCERN	PERFORMANCE INDICATORS	ACTION STEPS	PROGRESS REVIEWED/DATE

Employee’s Signature: _____ Date: _____

Supervisor’s Signature: _____ Date: _____



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Revised Edition July 2022³

10. New Business

16. Resolution to Approve State Approved Principal Annual Professional Performance Review (APPR) Plan 2023-24 (Marijo Pearson/Tom Schulte)

MONROE 2-ORLEANS BOCES

State-Approved

***Principal Annual Professional
Performance Review***

~~**2022-2023**~~

2023-2024



Board Approved _____

PRINCIPAL ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Table of Contents

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I. Monroe 2-Orleans BOCES Mission and Vision

Mission

We provide quality, cost-effective educational services in partnership with school districts and the community in a manner that supports excellence and equity for all learners. We are committed to customer satisfaction, continuous improvement, and personal and professional growth.

Vision

Monroe 2–Orleans BOCES is the educational partner of choice. We strive for continuous improvement in serving the diverse needs of our community, helping all students achieve their full potential.



II. Introduction

The Monroe 2-Orleans BOCES Board recognizes that continuous improvement of staff is directly correlated to student achievement. It is further understood that supervision and evaluation of personnel is a critical component of continuous improvement. As agreed upon by the Chief Executive Officer and the Administrators Association, and approved by the New York State Education Department (NYSED), an annual evaluation will be used to improve instruction and promote continued staff development in alignment with the Interstate School Leaders Licensure Consortium (ISLLC) Standards, NYS Teaching Standards and NYS Learning Standards.

III. Applicability

The term *principal* is defined in 8 NYCRR §3012-d as a principal or co-principal of a registered public school or an administrator in charge of an instructional program of a school district or BOCES. This includes any BOCES administrator that meets this definition. The process described herein shall be applicable to the following unit members: executive principal, principal and special education supervisors whose student population consists of at least 30% of students who are covered by a State-provided growth measure or a Student Learning Objective for growth.

IV. Plan Requirements

Under Education Law §3012-d, each principal must receive an APPR resulting in a single composite effectiveness score and a rating of “Highly Effective,” “Effective,” “Developing,” or “Ineffective.” The rating will be determined as follows:

- Student Performance Category: This portion of the plan includes student growth based on either a State provided Growth Score or (for grades/subjects where no State assessment or Regent’s exam currently exists) a SLO based on a BOCES-determined assessment that has been State approved.
- Principal Observation/Visit Category: This portion of the plan includes principal observations by a trained lead evaluator of principals.

Evaluations conducted under this APPR plan shall differentiate principal effectiveness using a composite effectiveness score which takes into consideration two categories: Principal Observation/Visit Category and Student Performance. The matrix below will be used to determine a principal’s composite rating based on the two categories of the evaluation.

Two Category Matrix used for Annual APPR Score

Categories	Teacher Observation				
	Ratings	Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

The intent of the evaluation system is to foster a culture of continuous growth for professionals, to provide a clear process of evaluation that uses an established set of criteria or rubrics that define a professional process, and to create an environment that promotes conversation and reflection about their craft in order to extend and enhance professional practice.

The APPR is required to be a significant factor in employment decisions* including, but not limited to: retention, tenure determination, and termination. Each decision is to be made in accordance with statutes and regulations, which are locally developed and collectively bargained.

~~*State growth scores or SLO's that are based on the NYSED 3-8 ELA or Math Assessments will not factor into employment decisions throughout the 2022-2023 school year.~~

The BOCES Board will adopt an APPR plan by the NYSED determined deadline each school year. The BOCES shall submit the plan on a form prescribed by the Commissioner, to the State Education Department for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan resubmitted. If all the terms of the plan have not been finalized by the deadline as a result of pending collective bargaining, then the BOCES shall submit the APPR to the commissioner upon resolution of all its terms, consistent with Article Fourteen of the civil service law. It is understood by both parties that the BOCES shall not unilaterally impose the APPR under any conditions and any changes to the APPR must be collectively bargained.

Both the BOCES and the BOCES 2 Administrators Association agree that all forms needed to support the APPR plan will be collaboratively created and mutually agreed upon.

V. Training for Principal Evaluators and Principals

Evaluators

Only fully NYS certified administrators (SAS, SBL, SDL, Certificate of Internship, etc.), that have been hired as administrators in this BOCES may evaluate principals.

Any fully certified administrator who evaluates principals for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-d and the Regulations of the Commissioner of Education prior to completion of principal evaluations. The BOCES District Superintendent will ensure that all lead and independent evaluators have been trained and certified in accordance with regulation.

The BOCES will work to ensure that lead evaluators and independent evaluators maintain inter-rater reliability over time and that they are re-certified as required by Education Law §3012-d, receiving updated training on any changes in the law, regulations or applicable collective bargaining agreements.

Any evaluation or APPR rating that is determined in whole or in part by an administrator who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the principal's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all employment decisions.

The BOCES District Superintendent will maintain records of certification and training of evaluators. In the event that an evaluator does not successfully complete the required certification/training prior to the completion of principal evaluations, the BOCES District Superintendent will notify the BOCES 2 Administrators' Union President in writing. The notification to the union president will occur by June 1st of the school year.

Principals

Recognizing that an understanding of the content and use of the APPR plan is beneficial to both the BOCES and the BOCES Administrators' Association, collaboration between both parties will guide the initial implementation and implementation of future revisions to this plan. Therefore, both the BOCES and the BOCES 2 Administrators' Association will share the responsibility and work in partnership to provide initial training and any necessary future training for the APPR plan.

A copy of the APPR plan will be provided electronically to unit members by their supervisor.

Training for newly hired principals subject to the BOCES APPR will be done within the first month of their hire. New principals commencing employment during the school year will receive training as designed by the Assistant Superintendent of Curriculum, Instruction and Professional Development.

VI. Principal Observation Category

The parties agree to use the *Multidimensional Principal Performance Rubric* (2011) approved by NYSED. Evidence gained from building visits, classroom observations, meeting minutes, review of NYS assessment results, review of pertinent school documents/records, and any other additional evidence sources, will be looked at in a holistic manner when considering the ratings for the final rubric.

Unit member appraisals will be based on evidence collected via the processes detailed below and subsequently discussed during other natural professional conversations. Professional conversations shall be defined as ongoing conversations between a unit member and his/her evaluator that focus on professional practice, rubric scoring, targeted feedback and suggested instructional/program modifications, and professional development.

1) Visits

Visits will be an evidence source for all six domains of the *Multidimensional Principal Performance Rubric*. Evidence gained from visits will be looked at in a holistic manner when considering the final ratings for the final rubric. For non-tenured principals, there will be one announced observation/visit per semester by the lead evaluator and one unannounced by the independent evaluator to occur between the two announced observations/visits. For tenured principals, there will be one announced observation/visit by the lead evaluator to be scheduled during the first semester, and one unannounced observation by the independent evaluator to occur during the second semester.

Announced Observations/Visits: The announced visits are conducted by the lead evaluator and will consist of no less than 30 minutes and no more than 60 minutes in length. Each announced visit will include a pre-meeting to discuss the areas of focus from the rubric and to review the classes and/or meetings that will be visited. The announced visits also will include a debrief meeting that may occur at the conclusion of the visit or within 10 school days and to be followed up with written feedback and aligned to the rubric areas. The announced visits will account for 90% of the Observation Category Score.

Unannounced Observation/Visit: Unannounced Observation/Visit will be defined as a visit by an independent evaluator of which the principal has no prior knowledge of the observation date and time. The unannounced observation/visit by an independent evaluator will constitute 10% of the Observation Category score.

There will be one unannounced visit during the second semester. The unannounced observation/visit shall be no less than 20 minutes and no more than 40 minutes in length and the principal must be present. The unannounced observation/visit can include but is not limited to: visits to classrooms, attendance at team or faculty meetings, department unannounced visit. A post observation/visit communication will occur between the independent evaluator and the principal prior to the scoring of the observation/visit. The independent evaluator will provide written feedback (see form) within 5 school days of the visit, and/or meetings. There will not be a pre-meeting for the unannounced visit.

The report will include an overall score for the unannounced observation/visit based on a 4-point scale as prescribed by Commissioner’s regulation. The score will be determined by adding the individual component rating for each observed dimension within the Domain (see form). The resulting number is the score for the visit and the 10% section. This number will be added to the 90% Section score and converted to a HEDI rating that represents the Principal Observation/Visit Category consistent with the standards prescribed by the Commissioner in Regulation.

2) Weighting of Announced Observation/Visit HEDI Rating for Professional Practice Measures of Principal Effectiveness:

- a. Each domain of the rubric is weighted per the following:
 - Domain 1: *Shared Vision of Learning* – .15
 - Domain 2: *School Culture and Instruction Program* – .25
 - Domain 3: *Safe, Efficient, Effective Learning Environment* – .25
 - Domain 4: *Community* – .12
 - Domain 5: *Integrity, Fairness, Ethics* – .12
 - Domain 6: *Political, Social, Economic, Legal and Cultural Context* – .11

- b. Each domain of the rubric is rated by the principal evaluator on a 1-4 point scale: Highly Effective (4); Effective (3); Developing (2); and Ineffective (1). The point values for each rubric domain are totaled and divided by the total number of components and then multiplied by a weighting factor to arrive at a domain average score. The average scores per domain are totaled for an overall rubric score. That total score is converted to HEDI points and a rating using the conversion table in the appendices.

- c. The scoring band ranges are as follows:

Overall Score	HEDI Rating
0 – 1.499	INEFFECTIVE
1.5 – 2.499	DEVELOPING
2.5 – 3.499	EFFECTIVE
3.5 – 4.0	HIGHLY EFFECTIVE

A detailed conversion chart can be found at the end of this document.

In the event that a principal earns a score of 1 on all rated components of the rubric across all observations, a score of 0 will be assigned.

VII. Student Performance Category

The Student Performance Category of the APPR per State law is not collectively bargained and is contained herein for informational purposes.

In accordance with §3012-d, unit members will have a required student growth score. Unit members who do not have a state provided growth score will be required to have a Student Learning Objective (SLO). Where the state provided growth score covers less than 30% of the principal's students, SLOs must be developed following the rules and options set forth for "all other building principals". The Student Learning Objective (SLO) process will be employed as prescribed by **based on guidance from NYSED and in collaboration with the BOCES 2 Administrators Association**. The final decision as to the student growth targets shall be determined by the evaluator. When State assessments do not cover at least 30% of the students, then additional SLOs must be set beginning with the grade(s)/course(s) that have the largest number of students until at least 30% of the students in the principals' school or program are covered. SLOs for these grade(s)/course(s) without State assessments must use school-wide student results from one of the following assessment options: State Approved Third Party Assessments or district assessments, regional or BOCES developed assessments that are rigorous and comparable across classrooms.

For principals for whom NYSED collects student growth data, NYSED will provide the number of points out of 20 to determine the principal's HEDI rating for this section. For principals, the state provided growth measures are only applicable if 30% of their students are included in the applicable assessments.

For all principals for whom there is no growth score provided by NYSED, **The SLO process will be used as prescribed by NYSED. Principals with SLOs will include early childhood grade configurations (K-3), principals of programs for CTE or programs with students with disabilities where less than 30% of students take the State assessments.** The HEDI conversion chart for the student performance category of the APPR is in the Appendices.

Assessments to be used in the SLO process will be approved by NYSED. **The assessments will be the same as negotiated by BOCES 2 United Professionals (B2UP).** The assessments will be secure and not disseminated to students prior to assessment administration.

The HEDI points and rating for this section will be based on the percentage of students meeting their growth targets. The NYSED required HEDI conversion chart for the student growth measure for this Student Performance Category of the APPR is below:

Principal Performance Scoring Ranges: SLOs

Highly Effective	Effective	Developing	Ineffective
18-20 points	15-17 points	13-14 points	0-12 points
90-100% of students meeting or exceeding expected growth targets.	75-89% of students meeting or exceeding expected growth targets.	60-74% of students meeting or exceeding expected growth targets.	0-59% of students meeting or exceeding expected growth targets.

VIII. APPR Transition Period

~~Sections 30-2.14 and 30-3.17 were added to the regulations to provide for a transition period for annual professional performance reviews (APPRs). During the transition period (2015-16 through 2022-23), transition scores and HEDI ratings will be generated and used to replace the scores and HEDI ratings for teachers whose HEDI scores are based, in whole or in part, on State assessments in grades 3-8 ELA or math (including where State provided growth scores are used). The transition period will extend through the 2022-2023 school year or until a new plan is negotiated.~~

~~State provided growth scores will continue to be computed for advisory purposes only and overall HEDI ratings will continue to be provided to principals based on such growth scores. However, during the transition period, only the transition score and rating will be used for purposes of employment decisions, including tenure determinations and for purposes of proceedings under Education Law §§ 3020-a and 3020-b and teacher and principal improvement plans and the individual's employment record.~~

~~Transition and original scores and ratings must be provided to teachers by September 1st or as soon as practicable thereafter. This follows the year in which the principal is evaluated. The BOCES and the BOCES 2 Administrative Union agree that principals will not be penalized in any way because of such data not being received in a timely manner, which results in an incomplete rating.~~

IX. Principal Improvement Plans

~~The following procedures shall govern the implementation and use of principal improvement plans ("PIP") which are required by Education Law §3012-d and 8 NYCRR 30-2.10. The following procedures are NOT applicable to improvement plans implemented outside of Education Law §3012-d and 8 NYCRR 30-2.10, and unit members may be placed on improvement plans at any time outside of Education Law §3012-d and 8 NYCRR 30-2.10.~~

APPEALS OF DEVELOPING OR INEFFECTIVE PIPS ONLY

Use of a PIP that is created due to a principal's APPR score/rating, shall be limited only to instances where the principal has received an overall rating of "ineffective" or "developing" based on his/her single composite effectiveness score. Therefore, an appeal of a PIP is limited to the BOCES' issuance and/or implementation of the terms of the PIP under Education Law § 3012-d noting an appeal of the overall APPR is for a rating of "ineffective" or "developing" only.

TIME FRAME FOR PIP

The PIP must be implemented no later than 10 school days after the opening of classes in the school year following the school year for which such principal's performance is being measured.

CONTENTS OF PIP

The PIP will identify the areas that need improvement (i.e., deficiencies that resulted in the ineffective or developing rating); include a timeline for achieving improvement; indicate the manner in which the improvement will be assessed; and include the differentiated activities to support and assist the principal in the improvement (*i.e., providing mentoring, PD, courses/opportunities, PD literature, etc.*).

The principal, his/her supervisor, the Director of Human Resources or his/her designee, and a union representative will meet to discuss the contents of the PIP prior to implementation. The principal's supervisor is the final decision maker of the PIP's contents.

APPEAL

A principal may appeal the implementation of the PIP in accordance with the appeals procedure contained herein. The appeal of a PIP will not affect the BOCES right to dismiss a probationary principal, deny tenure, or serve to otherwise lengthen the probationary period.

X. APPR Appeals Procedure

APPEALS OF INEFFECTIVE and DEVELOPING RATINGS ONLY

Appeals of an annual professional performance review shall be limited only to those where the principal has received an overall rating of "Ineffective" or "Developing" based on his/her single composite effectiveness score.

WHAT MAY BE CHALLENGED IN AN APPEAL

In an appeal, the principal may only challenge:

- The substance of the annual professional performance review.
- The BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d.
- The adherence to the regulations of the New York Commissioner of Education, as applicable to such reviews.
- Compliance with any applicable locally negotiated procedures applicable to ~~the BOCES-2 annual professional performance review~~ *this* plan.
- The BOCES' issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-d.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal, provided that the principal knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating by clear and convincing evidence that his/her overall rating of "ineffective" or "developing" was affected by substantial error or defect.

TIME FRAME FOR FILING APPEAL

Appeals must be submitted in writing to the BOCES District Superintendent no later than 10 school days after receipt by the principal either of his/her official annual professional performance review or the improvement plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his/her performance review/principal improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must be submitted with the appeal. Any information not submitted at the time the appeal is filed will not be considered.

TIME FRAME FOR BOCES RESPONSE

Within 10 school days of receipt of an appeal, the BOCES staff member (s) who issued the performance review or who is responsible for either the issuance and/or implementation of the terms of the principal's improvement plan must submit a detailed written response to the appeal to the BOCES District Superintendent. The response must include all additional documents, written materials, or other evidentiary materials specific to the point(s) of disagreement and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

The principal initiating the appeal shall receive a copy of the response filed by the BOCES, and all additional information submitted with the response, at the same time the BOCES files its response.

Notwithstanding the above time frames, an appeal does not serve to lengthen a principal's probationary period. The BOCES reserves its right to terminate a probationary principal and/or to make a tenure determination pending an appeal.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the District Superintendent or the District Superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such a case, the District Superintendent must appoint a designee to decide the appeal.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 school days from the date upon which the unit member filed his/her appeal. The appeal shall be based solely on the written record, comprised of the principal's appeal papers and any documentary evidence which accompanied the appeal, as well as the BOCES response to the appeal and additional documentary evidence submitted with such papers. Such decisions shall be final and binding on the parties and shall not be subject to any further appeal through any other process including grievance or arbitration procedures contained within the BOCES 2 Administrative Supervisory Association collective bargaining agreement, adjudication before an administrative body or individual (including but not limited to the Commissioner of Education) or court action.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If an appeal is sustained in whole or in part, the decision maker may set aside a rating and direct that a new evaluation (or portion thereof) be conducted or award such other relief as he/she deems appropriate under the circumstances. A copy of the decision shall be provided to the principal and the evaluator.

XI. Timeline for Implementation of APPR Process

The timelines below are established as guidelines to assist in an orderly implementation for the ~~2022-2023~~ **2023-2024** school year. It is understood that these timelines may need to be adjusted on an organizational or individual basis based on practicality and emerging factors:

1. Initial APPR meeting with Principals (by October 30th):
 - a. Review overall APPR Process/Rubric.
 - b. Discuss evidence sources per domain and responsibility for collecting and analysis.
 - c. Discuss schedule for visits.
2. Proceed with visits as described in Section VI above.
3. Submission of evidence aligned to rubric (ongoing with final submission by June 30th)
4. End of the year evaluation meeting (to be held by July 15th)

XII. ~~Sunset Clause~~ *APPR Plan Duration*

~~This agreement governs the APPR process of the 2022-2023 school year only, and the parties agree to negotiate an APPR process for ensuing school years after June 30, 2023. The administrative APPR Advisory Committee will begin discussion of a successor APPR agreement in May 2023.~~ ***This agreement remains in effect until both parties negotiate the amendments hereto.***

**PRINCIPAL APPR
MONROE 2–ORLEANS BOCES
ANNUAL PERFORMANCE PROGRAM REVIEW PROCESS**

Timeline	Tenured	Non-Tenured	Action
By October 30th	Yes	Yes	Initial APPR Conference
Ongoing	Yes	Yes	Submission of Evidence aligned to Rubric
By the End of the First Semester	Yes	Yes	Announced Visit <ul style="list-style-type: none"> • Pre-meeting • Visit • Debrief Conversation (same day as visit) • Post Visit Meeting (no later than 10 working days after visit)
By the End of the Second Semester	Yes	Yes	Unannounced Visit <ul style="list-style-type: none"> • No pre-meeting • Post visit debrief • Written Feedback within 5 days (via email)
By the End of the Second Semester	No	Yes	2 nd Announced Visit <ul style="list-style-type: none"> • Pre-meeting • Visit • Debrief Conversation (same day as visit) • Post Visit Meeting (no later than 10 working days after visit)
By June 30	Yes	Yes	Final Submission of Evidence aligned to Rubric
By July 15	Yes	Yes	Final APPR Conference

Monroe 2-Orleans BOCES APPR RUBRIC & FORMS



**PRINCIPAL EVALUATION
RUBRIC**

Multidimensional Principal Performance Rubric

Domain 1 – Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Culture¹ <i>(attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>claims to have a vision and mission for the school, but keeps it private</p> <p>school vision and mission are unrelated to the district vision and mission</p> <p>disregards the need to use the school’s vision and mission to guide goals, plans and actions</p>	<p>identifies the school’s vision and mission, and makes them public</p> <p>school vision and mission are created in isolation of the district’s vision and mission and aligned as an afterthought</p> <p>refers to the school vision and mission as a document unconnected to programs, policies, or practices</p>	<p>collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning</p> <p>school vision and mission align with the vision and mission of the district</p> <p>explicitly links the school’s vision and mission to programs and policies</p>	<p>engages stakeholders representing all roles and perspectives in the school in the development, monitoring, and refinement of a shared vision² and mission for learning</p> <p>school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide</p> <p>uses the school’s vision and mission as a compass to inform reflective practice, goal setting, and decision-making</p>
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today’s successes, and improvements as the legacy of the future)</i></p>	<p>assumes that the school’s improvement is either an event or the responsibility of a single individual</p>	<p>provides selected staff with opportunities to discuss school improvement efforts</p>	<p>has a process and structure in place for organizational improvement and uses it to assess the school</p>	<p>uses and regularly evaluates strategic processes and structures to promote the school’s continuous and sustainable improvement</p>

¹ In the electronic version, Culture is hyperlinked to an input PowerPoint.

² In the electronic version, shared vision is hyperlinked to an annotated shared visioning activity.

Multidimensional Principal Performance Rubric

Domain 2 – School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Culture <i>(attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>acknowledges the need for communication and collaboration</p> <p>provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices to several individuals</p> <p>creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students’ experiences, needs or cultures</p>	<p>considers proposals for collaborative structures and projects</p> <p>encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation, or integrated curriculum design</p> <p>creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures</p>	<p>supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice</p> <p>develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects)</p> <p>creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures</p>	<p>establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice</p> <p>nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice</p> <p>engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful,³ relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways</p>

³ In the electronic version, *meaningful* will hyperlink to an activity on engagement and meaningfulness

Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Instructional Program <i>(design and delivery of high-quality curriculum that produces clear evidence of learning)</i></p>	<p>promotes a curricular program that provides students with limited, surface, or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts</p> <p>maintains a hands-off approach to instruction</p> <p>initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning</p> <p>provides mixed messages related to expectations for instructional methodology and own understanding of “best practices”</p> <p>allows actions that disrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks</p> <p>supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work</p> <p>maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time</p>	<p>engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question</p> <p>supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p> <p>involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them</p>

Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i></p>	<p>assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students</p> <p>is unaware of effective and appropriate technologies available</p>	<p>invests in activities that promote the development of a select group of leaders</p> <p>provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences</p>	<p>develops the instructional and leadership capacity of staff</p> <p>promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available</p>	<p>develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school</p> <p>engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization</p>
<p>Sustainability⁴ <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i></p>	<p>uses “accountability” to justify a system that links student achievement with accolades and blame</p>	<p>assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other</p>	<p>develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.</p>	<p>facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.</p>

Multidimensional Principal Performance Rubric

Domain 2 (cont.)

⁴ In the electronic version, *Sustainability* will hyperlink to a PowerPoint providing input on Sustainability.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Strategic Planning Process:</p> <p>monitoring/inquiry <i>(the implementation and stewardship of goals, decisions, and actions)</i></p>	<p>judges the merit of the instructional program based on what is used by others</p>	<p>evaluates the impact of the instructional program based on results of standardized assessments</p>	<p>gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program</p>	<p>provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback, and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement</p>

Domain 3 – Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i></p>	<p>obtains and uses human, fiscal, and technological resources based on available funds or last year’s budget instead of need</p> <p>considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others</p>	<p>obtains human, fiscal, and technological resources and allocates them without an apparent plan</p> <p>shares “leadership” by providing others with limited responsibilities for tasks and functions but no decision-making ability</p>	<p>obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources</p> <p>develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles</p>	<p>considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs</p> <p>embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student, and parent leaders to assume leadership roles and co-creates a process by which today’s leaders identify, support, and promote the leaders of tomorrow</p>
<p>Culture <i>(attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it</p>	<p>establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures</p>	<p>promotes and protects the welfare and safety of students and staff</p>	<p>engages multiple, diverse groups of stakeholders in defining, promoting, and protecting the welfare and safety of students and staff, within and beyond school walls</p>

Domain 3 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes, and improvements as the legacy of the future)</i></p>	<p>avoids engaging with management or operations systems</p>	<p>monitors and evaluates the management and operational systems</p>	<p>monitors, evaluates, and revises management and operational systems</p>	<p>establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement</p>
<p>Instructional Program <i>(design and delivery of high-quality curriculum that produces clear evidence of learning)</i></p>	<p>allocates time as required to comply with regulations and mandates</p>	<p>schedules time outside of the typical school day for teachers to support instruction and learning</p>	<p>ensures teacher and organizational time is focused to support quality instruction and student learning</p>	<p>engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning</p>

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Strategic Planning Process: Inquiry <i>(gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)</i></p>	<p>makes decisions about whether or not to change the educational environment based on own impressions and beliefs</p>	<p>collects and analyzes data and information pertinent to the educational environment</p>	<p>collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements</p>	<p>engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement</p>
<p>Culture <i>(attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>considers the community as separate from the school</p>	<p>provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects</p>	<p>promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through diverse activities</p>	<p>engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning</p>
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes, and improvements as the legacy of the future)</i></p>	<p>identifies lack of family and caregiver involvement as a key explanation for lack of achievement</p>	<p>takes actions intended to increase family and caregiver support for the school</p>	<p>builds and sustains positive relationships with families and caregivers</p>	<p>builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts</p>

Domain 5 – Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today’s successes, and improvements as the legacy of the future)</i></p>	<p>associate’s “accountability” with threats and blame for students’ academic and social difficulties</p> <p>makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them.</p> <p>blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders</p>	<p>focuses on accountability for academic and social success of students whose test results threaten the school’s standing</p> <p>makes decisions and takes actions without considering consequences, dealing with them if and when they occur</p> <p>assumes responsibility for decisions and actions related to mandates</p>	<p>ensures a system of accountability for every student’s academic and social success</p> <p>considers and evaluates the potential moral and legal consequences of decision-making</p> <p>assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility</p>	<p>enables an approach to “accountability” that upholds high ethical standards and inspires stakeholders (educators, parents, students, and community partners) to own and be responsible for every student’s academic and social success</p> <p>engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal, and ethical consequences of decisions and actions that support the greater good</p> <p>promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school’s learning and work and align with its ethical and moral beliefs</p>

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Culture <i>(attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others</p> <p>pays lip service to values related to democracy, equity, and diversity</p> <p>implements strategies that group and label students with specific needs, isolating them from the mainstream</p>	<p>proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others</p> <p>holds others accountable for upholding the values of democracy, equity, and diversity</p> <p>asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action</p>	<p>models’ principles of self-awareness, reflective practice, transparency, and ethical behavior</p> <p>safeguards the values of democracy, equity, and diversity</p> <p>promotes social justice and ensures that individual student needs inform all aspects of schooling</p>	<p>engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency, and ethical behavior from within and outside the school, and determining how to replicate them</p> <p>provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity</p> <p>creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions</p>

Domain 6 – Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes, and improvements as the legacy of the future)</i></p>	<p>appears unaware of decisions affecting student learning made outside of own school or district</p> <p>waits to be told how to respond to emerging trends or initiatives</p>	<p>reacts to district, state and national decisions affecting student learning</p> <p>continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field</p>	<p>acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district</p> <p>assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies</p>	<p>engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning</p> <p>draws upon the perspectives, expertise, and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements</p>
<p>Culture <i>(attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>advocates for self and own interests</p>	<p>advocates for selected causes</p>	<p>advocates for children, families, and caregivers</p>	<p>guided by the school vision, enables self, children, families, and caregivers to successfully and appropriately advocate for themselves and one another</p>

Other: Goal Setting and Attainment

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Uncovering Goals</p> <ul style="list-style-type: none"> • Align • Define 	<p>“does” goal setting in order to be in compliance with mandates or regulations</p> <p>operates from own opinion and perceptions without attending to vision and data</p> <p>extracts goals from own interests</p> <p>goals are isolated action steps, unaligned to a goal that can be worked toward</p>	<p>completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning</p> <p>considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision</p> <p>establishes goals that focus on improving teacher practice, and academic results and/or school learning environment</p> <p>goals are broad, general, aspirational statements that are too big to be assessed</p>	<p>engages in the goal setting process as part of own professional improvement as related to improving student learning</p> <p>works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment</p> <p>creates goals that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning</p> <p>goals are stated in ways that allow progress toward them to be assessed</p>	<p>embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school’s current reality and the vision</p> <p>engages a cross role group, including the superintendent, teachers, and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment</p> <p>generates goals that maximize on the principal’s role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning</p> <p>goals are expressed in statements that are both actionable and measurable</p>

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Strategic Planning⁵</p> <ul style="list-style-type: none"> • Prioritize • Strategize 	<p>considers goals in no special order</p> <p>changes commitment to goals as new ones emerge</p> <p>lists generic strategies that could apply to a variety of goals</p> <p>states the benefits of attaining the goal(s)</p>	<p>prioritizes goals based on own interests</p> <p>relies on own perspective to assert the importance and alignment of identified goals</p> <p>lists strategies that will be used to accomplish goals identified</p> <p>describes, in general terms, what successful goal attainment will look like and accomplish</p>	<p>prioritizes goals by considering what can be gained by pursuing each</p> <p>uses superintendent's perspective to test own assumptions about goals to see if they are truly connected to the school/district vision and needs</p> <p>articulates strategies supporting actions, and reasons for selecting them</p> <p>identifies anticipated specific measures of success for each goal</p>	<p>prioritizes goals by considering the potential benefits and unintended consequences of pursuing certain goals vis-a-vis others</p> <p>uses the perspectives of others to test own assumptions about the goals articulated and to see if they are truly connected to the school/district vision and needs</p> <p>articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions⁶ related to each, and evidence of strategy's impact.</p> <p>describes the evidence that, when collected and annotated, will support that attending to these goals actually decreases the distance between current reality and the vision</p>

⁵ In this electronic version, *Strategic Planning* will hyperlink to a scaffolded, strategic planning worksheet.

⁶ In the electronic version, *implementation intentions* will be a hyperlinked definition with examples.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Taking Action</p> <ul style="list-style-type: none"> • Mobilize • Monitor • Refine 	<p>refers in general to working toward goals, but is unable to articulate related steps or strategies</p> <p>speaks about taking actions, but has trouble committing and getting started</p> <p>changes goals to better match what is currently happening or uses what is happening to rationalize giving up</p>	<p>identifies a series of individual actions for each goal without specifying whether the goals are long or short term</p> <p>implements the action plan quietly and privately</p> <p>adjusts goals and actions based on instinct and self-perceptions</p>	<p>creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term</p> <p>implements the action plan publicly, and invites others to use it as a model for goal setting that they can do as well</p> <p>monitors and refines goals and/or action steps, based on formative assessment of evidence collected</p>	<p>designs an action plan that clearly differentiates between short and long-term goals and their associated steps and strategies</p> <p>shares and implements the action plan publicly, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning</p> <p>seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan</p>

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Evaluating Attainment</p> <ul style="list-style-type: none"> • Document <ul style="list-style-type: none"> ○ Insights ○ Accomplishments ○ New questions ○ Implications for moving forward • Next steps 	<p>documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement</p> <p>categorically claims goal attainment or uses failure to meet goals set as evidence that the goal setting process does not work</p> <p>dismisses the possibility of using goals to define next steps</p>	<p>sporadically documents thinking related to key moments, obstacles or achievements</p> <p>evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved</p> <p>considers new goals based on success in achieving current goals, adjusting them to match perceived ability of the school to actually improve</p>	<p>periodically documents own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise</p> <p>evaluates goals and goal attainment by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps towards attaining the school vision</p> <p>determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light how successful the recent work was in making improvements</p>	<p>throughout the implementation of the action plan, systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences</p> <p>taps the perspectives of those who supported the initial data analysis to help evaluate goal attainment and related impact on learning by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning</p> <p>engages stakeholders⁷ in planning, future goals, actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision</p>

⁷ In the electronic version, stakeholders would be a hyperlink to a definition and stakeholder identification activity.



**MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC
SCORING SUMMARY**

**MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC
SCORING SUMMARY**

Principal Name: _____ School Year: _____
 Evaluator: _____

Point Values:

Highly Effective (Distinguished)	3.50 - 4.00
Effective (Proficient)	2.50 - 3.49
Developing (Basic)	1.50 - 2.49
Ineffective (Unsatisfactory)	0.00 - 1.49

Summary of Completed Observations

90% Announced Observation #1 ___ 0.00
 90% Announced Observation #2 ___ 0.00
 10% Unannounced Observation #1 ___

Reference HEDI Conversion Chart:

90% Section	___	<u>0.00</u>	
10% Section	___		
Total	___	<u>#N/A</u>	Rating



**MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC
SCORING SUMMARY - Announced Observation**

Principal Name: _____ 0 School Year: _____ 0
 Evaluator: _____ Date of Observation: _____

Point Values:

Highly Effective (Distinguished)	4
Effective (Proficient)	3
Developing (Basic)	2
Ineffective (Unsatisfactory)	1

Domain 1: Shared Vision of Learning - 9 points (.15 weighting)

Component 1a	<input type="text"/>
Component 1b	<input type="text"/>
Total:	<u>0</u>

Average per Component: Total 0 ÷ 0 = 0.00
 Weighted Score: Average per Component 0.000 x 0.15 = 0.000

Domain 2: School Culture and Instructional Program - 15 points (.25 weighting)

Component 2a	<input type="text"/>
Component 2b	<input type="text"/>
Component 2c	<input type="text"/>
Component 2d	<input type="text"/>
Component 2e	<input type="text"/>
Total:	<u>0</u>

Average per Component: Total 0 ÷ 0 = 0.00
 Weighted Score: Average per Component 0.000 x 0.25 = 0.000

Domain 3: Safe, Efficient, Effective Learning Environment - 15 points (.25 weighting)

Component 3a	<input type="text"/>
Component 3b	<input type="text"/>
Component 3c	<input type="text"/>

Component 3d
 Total: 0

Average per Component: Total 0 ÷ 0 = 0.00
 Weighted Score: Average per Component 0.00 x 0.25 = 0.000

Domain 4: Community - 7 points (.1167 weighting)

Component 4a
 Component 4b
 Component 4c
 Total: 0

Average per Component: Total 0 ÷ 0 = 0.00
 Weighted Score: Average per Component 0.00 x 0.1167 = 0.000

Domain 5: Integrity, Fairness, Ethics - 7 points (.1167 weighting)

Component 5a
 Component 5b
 Total: 0

Average per Component: Total 0 ÷ 0 = 0.00
 Weighted Score: Average per Component 0.000 x 0.1167 = 0.000

Domain 6: Political, Social, Economic, Legal and Cultural Context - 7 points (.1167 weighting)

Component 6a
 Component 6b
 Total: 0

Average per Component: Total 0 ÷ 0 = 0.000
 Weighted Score: Average per Component 0.000 x 0.1167 = 0.0000

Domain Totals:

Domain 1 0.0000
 Domain 2 0.0000
 Domain 3 0.0000
 Domain 4 0.0000

Domain 5	<u>0.0000</u>		
Domain 6	<u>0.0000</u>		
Total:	<u><u>0.000</u></u>	<u>#N/A</u>	Rating



**MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC
SCORING SUMMARY - Unannounced Observation**

Principal Name: _____ 0 School Year: _____ 0
 Evaluator: _____ Date of Observation: _____

Point Values:

Highly Effective (Distinguished)	4
Effective (Proficient)	3
Developing (Basic)	2
Ineffective (Unsatisfactory)	1

Domain 1: Shared Vision of Learning

Component 1a	█
Component 1b	█
Total:	<u>0</u>

Average per Component: Total 0 ÷ 0 = 0.000

Domain 2: School Culture and Instructional Program

Component 2a	█
Component 2b	█
Component 2c	█
Component 2d	█
Component 2e	█
Total:	0

Average per Component: Total 0 ÷ 0 = 0.000

Domain 3: Safe, Efficient, Effective Learning Environment

Component 3a	
Component 3b	
Component 3c	█
Component 3d	█
Total:	<u>0</u>

Average per Component: Total _____ 0 ÷ 0 = 0.000

Domain 4: Community

Component 4a

Component 4b

Component 4c

Total:  0

Average per Component: Total _____ 0 ÷ 0 = 0.000

Domain 5: Integrity, Fairness, Ethics

Component 5a

Component 5b

Total:  0

Average per Component: Total _____ 0 ÷ 0 = 0.000

Domain 6: Political, Social, Economic, Legal and Cultural Context

Component 6a

Component 6b

Total:  0

Average per Component: Total _____ 0 ÷ 0 = 0.000

Domain

Totals:

Domain 1 0.0000

Domain 2 0.0000

Domain 3 0.0000

Domain 4 0.0000

Domain 5 0.0000

Domain 6 0.0000

Total: _____

#N/A

Rating



Monroe 2-Orleans BOCES

PRINCIPAL ANNUAL PROFESSIONAL PERFORMANCE REVIEW FORM

Staff Member: _____ Position: _____

Evaluator: _____

School year: _____

I. Initial APPR Conference

Date: _____

- Employee status (please circle one)

Non-tenured/probationary
Tenured/permanent
- Outline process
- Review rubric and evidence to support the rubric domains
- Discussion and development of goals aligned to rubric. Identify goals here:

- Confirm the student population that will be the source of local and state assessment data. Identify here:

- Evaluator and principal determine professional development needs/priorities to support principal progress on APPR. Identify here:

- Schedule visits
 - For Non-Tenured Principals
 - 1 Announced Observation first semester
 - Pre-Meeting Visit Date/Time:
 - Visit Date/Time (between 30 and 60 min):
 - Post Visitation Debrief Meeting (scheduled after the visit) Date/Time:
- Notify administrator there will be 1 unannounced visit by an independent reviewer for 20-40 minutes that will be followed by written feedback within 5 school days (1 Announced Observation second semester)
 - Pre-Meeting Visit Date/Time:
 - Visit Date/Time (between 30 and 60 min):
 - Post Visitation Debrief Meeting (scheduled after the visit) Date/Time:

For Tenured Principals

1 Announced Observation first semester

Pre-Meeting Visit Date/Time:

Visit Date/Time (between 30 and 60 min):

Post Visitation Debrief Meeting (scheduled after the visit) Date/Time:

- Notify administrator there will be 1 unannounced visit by an independent reviewer for a minimum of 30 minutes that will be followed by a post –visit debrief and written feedback within 5 school days

II. Final APPR Conference

Date: _____

- Discuss progress towards student performance targets and conversion to HEDI points and ratings. May not be able to complete this discussion due to unavailable state assessment data.

Student Performance Points: _____

Rating: _____

- Review rubric ratings and conversion to HEDI points and rating.

Rubric Points: _____

Rating: _____

- Complete Summative Evaluation including composite HEDI score and rating to the extent that state assessment data is available.

Overall Rating: _____

- Areas of Strength: *(based on principal evaluation rubric)*

- Areas for Growth: *(based on principal evaluation rubric)*

- Establish professional development goal(s) based on needs evident in APPR evaluation.

*For principal whose assessment data is not available for the completion of the Summative Evaluation by June 30, the evaluation will be provided by September 1. ***A Completed APPR Packet for a Principal should contain the following documents:***

- Addendum to Annual Professional Performance Review form
- Principal Annual Professional Performance Review form
- Multidimensional Principal Performance Rubric Scoring Summary
- Pre-Visit Report for each announced visit
- Principal Visitation/Post-Visit Meeting form for each announced visit
- Evidence of post Walk –Through feedback provided to supervisor

Evaluator's signature: _____ Date: _____

Staff member's signature: _____ Date: _____

Distribution: Personnel File
Supervisor
Employee



Appendix XIII (C)

Addendum to
ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Student Performance: _____ Rating: _____

Observation Category: _____ Rating: _____

Composite Rating: _____ Rating: _____

Evaluator's signature: _____

Date: _____

Staff member's signature: _____

Date: _____

Monroe 2-Orleans BOCES Visit Reports





Monroe 2-Orleans BOCES

PRE-VISIT REPORT

Name: _____

Date of Pre-visit: _____

Subject/Area: _____

Evaluator: _____

Time: _____

Date of Visit: _____

Type of Visit: _____

1. What will be focus of the visit?

2. What is the role of the principal in this work?

3. Explain how this visit aligns to your goals and the rubric domains.



Monroe 2-Orleans BOCES

UNANNOUNCED PRINCIPAL VISIT

Name: _____ Independent Evaluator: _____

Date: _____

Visit: _____ Time: _____

Script and Rubric Alignment:

(see teacher evaluation for model)

Areas of effective practice of note based on the principal evaluation rubric:

Areas of further consideration base on the principal evaluation rubric:

Date of Principal Communication: _____

Principal Comments:

Visit Score: _____ Visit Rating: _____

Independent Evaluator's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____



Appendix XIII (D)

Monroe 2-Orleans BOCES

Principal Visitation Report/Post-Visit Meeting

Staff Member: _____ Position: _____

Evaluator: _____ School year: _____

Visitation Date: _____ Post-Visit Mtg. Date: _____

I. Record Visitation Evidence (Script) and Alignment of Evidence to Rubric:

II. Post-Visit Discussion of Evidence as Aligned to Rubric

A. What worked well:

B. Areas of Growth based on rubric:

Visit Score: _____

Visit Rating: _____

Evaluator's signature: _____ Date: _____

Staff member's signature: _____ Date: _____

Distribution: Personnel File
Supervisor
Employee

Monroe 2-Orleans BOCES

**APPR IMPROVEMENT PLAN FORMAT
(For §3012-d)**

This ___ week improvement plan is individually developed to address performance areas in need of improvement. This improvement plan will be reviewed _____ in order to monitor the employee’s progress in the areas identified in need of improvement.

NAME: _____
TITLE: _____
DEPARTMENT: _____
SUPERVISOR: _____

AREA(S) OF CONCERN	PERFORMANCE INDICATORS	ACTION STEPS	PROGRESS REVIEWED/DATE

Employee’s Signature: _____ Date: _____

Supervisor’s Signature: _____ Date: _____



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Revised Edition ~~June 2022~~ **July 2023**

10. New Business

17. Resolution to Designate a Voting Delegate and Alternate for New York State School Board Association (NYSSBA) Convention

11. Personnel and Staffing

1. Resolution to Approve Personnel and Staffing Agenda

11. Personnel and Staffing

2. Resolution to approve Substitute, Hourly and Per Diem Pay Rates for 2023-2024

Resolution to Approve Substitute , Per Diem and Hourly Pay Rates for 2023-24

That the Board approve the following substitute/per diem/hourly pay rates effective July 1, 2023:

Cleaner substitute	\$15.25/hour
Clerical substitute	\$16.00/hour
Clerical substitute who is a BOCES 2 retiree subbing in a non-similar position	\$20.00/hour
Clerical substitute who is a BOCES 2 retiree subbing in a similar position	Hourly rate retired at, capped at \$30.00/hour
College Co-op student	\$18.00/hour
Interpreter substitute	\$32.45/hour
Job Training Specialist substitute	\$18.00/hour
Job Training Specialist substitute who is a BOCES 2 retiree	\$20.00/hour
Registered Nurse substitute	\$31.56/hour
Security Worker substitute	\$25.00/hour
Student Behavioral Assistant substitute	\$18.00/hour
Student Behavioral Assistant substitute who is a BOCES 2 retiree	\$20.00/hour
Student Helper	\$14.20/hour
Teacher substitute per diem	
Uncertified teacher	\$145/day; \$175 after 40 days
Certified teacher	\$160/day; \$185 after 40 days
Teacher Immersion Fellows	\$110/day
Teacher Aide substitute	\$16.00/hour
Teacher Aide substitute who is a BOCES 2 retiree	\$18.00/hour
Tutor	\$35.00/hour

12. Bids/Lease Purchases

1. Resolution to Accept HVAC Equipment bid.
2. Resolution to Accept Erie 1 FY 2023 - 2024 Instructional Technology State-Wide Licensing Agreement add on #1.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Second Supervisory District of Monroe 2 and Orleans Counties
3599 Big Ridge Road, Spencerport, NY 14559

BID RECOMMENDATION

HVAC EQUIPMENT

Bid #RFB-2069-23 was opened on August 3, 2023, at 2:00 p.m. My recommendation for the award of this contract is as follows:

GOHVACRSUPPLY \$33,380.00

Bids obtained: 17 Bids submitted: 1

BID ANALYSIS

The bid for HVAC equipment has been recommended for award to the lowest responsive and responsible bidder that met all the required bid specifications. The HVAC equipment will be used by HVAC students in our CTE program.

Funds to be provided from the 2023-24 CTE budget.

August 8, 2023
Date

Wendy Vergamini
Director of Procurement

DESCRIPTION

HVAC and refrigeration equipment (e.g. A/C units, gas furnace, coils, additional parts) to be used in the classroom for the CTE program.

Memo To: NYSITCC Members
From: David Brace, Manager – Operations, Technology Services, Erie 1 BOCES
Date: July 6, 2023

Subject: FY 2023 – 2024 Instructional Technology State-Wide Licensing Agreements

Each year your local Board of Education must pass a resolution to participate in the NYSITCC contracts, managed by Erie 1 BOCES. A single resolution may cover any combination of contracts. However, each contract, with which your center wishes to participate, must be specified in the resolution. The following contract has been currently negotiated by Erie 1 BOCES.

Carnegie Learning – *MATHia 6-12, Fast Forward, Reading Assistant Plus*

Please return the completed resolutions to David Brace asap.

All contracts are new with the addition of language pertaining to Education Law 2D.

If you have any questions, please contact Michelle Okal-Frink at 716-821-7200, mokal@e1b.org or David Brace at (716) 821-7362, dbrace@e1b.org.

BOARD RESOLUTION

WHEREAS, It is the plan of a number of BOCES districts in New York, to consent to jointly enter into an agreement for the 2023 – 2024 fiscal year, for Carnegie Learning, and,

WHEREAS, The Monroe 2 – Orleans BOCES is desirous of participating with other BOCES Districts in New York State in joint agreements for the software/learning packages and licensing mentioned above as authorized by General Municipal Law, Section 119-0, and,

BE IT RESOLVED, That the Monroe 2 – Orleans BOCES Board authorizes Erie 1 BOCES to represent it in all matters leading up to and entering into a contract for the purchase of and licensing of the above-mentioned software/learning packages, and record training sessions in Zoom and post those recorded sessions to the consortium, and,

BE IT FURTHER RESOLVED, That the Monroe 2 – Orleans BOCES Board agrees to assume its equitable share of the costs associated with Erie 1 BOCES negotiating the Agreements, and,

BE IT FURTHER RESOLVED, That the Monroe 2 – Orleans BOCES Board agrees (1) to abide by majority decisions of the participating BOCES on quality standards; (2) Erie 1 BOCES will negotiate contracts according to the majority recommendations; (3) that after contract agreement, it will conduct all purchasing arrangements directly with the vendor.

CERTIFICATION

It is hereby certified that the above motion was approved by the Monroe 2 – Orleans BOCES Board at its meeting, duly noticed, held on August 16, 2023.

Dated _____, 2023

Board Clerk

13. Executive Officer's Reports
 1. Albany D.S. Report
 2. Local Update

14. Upcoming Meetings/Calendar Events

- Aug. 16 6:00 pm Board Meeting, ESC Board Room
- Sept. 4 Labor Day BOCES Closed
- Sept. 5 8:00 am Opening Day Ceremony, ESC, PDC
- Sept. 6 Noon MCSBA Legislative Committee Meeting, DoubleTree
- 4:00 pm Social Hour for all MCSBA Members, DoubleTree
- 5:45 pm Board Leadership Meeting, DoubleTree
- Sept 13 Noon MCSBA Information Exchange Committee, DoubleTree
- Sept. 14 Noon Board Officer Agenda Review, RCC
- Sept. 20 Noon MCSBA Labor Relations Committee, DoubleTree
- 6:00 pm Board Meeting, ESC Board Room

15. Other Items

16. Executive Session



Building-Level Emergency Response Plan

BOCES 4 Science Program
773 Elmgrove Rd, Gates, NY 14624

2023 - 2024

DISTRICT OFFICE EMERGENCY RESPONSE PLAN
FOR OFFICAL USE ONLY
NYS BLS ERP version1 - 7/2023

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THE BASIC PLAN

1. Introductory Material

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school/site shall have a Building-Level Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school/site safety personnel and other school/site personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The Building-Level Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the school/site ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

The following table includes names and titles of the Building-Level Safety Team members. The table may be expanded as needed to include all members.

Building Level Safety Team

Montemarano, Steven	Director of BOCES 4 Science	617-2360
Cimino, Sam	Purchasing Clerk	617-2355
Parkinson, Doreen	Secretarial Staff	617-2359
Rood, Wayne	Stock Clerk	617-2377
	Science Resource Teacher	617-2356
Vaccarella, Gina	Assistant to the Director of BOCES 4 Science	617-2363

Various agencies and services are involved in responding to school/site incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School/site ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school/site. If Memorandum of Understandings (MOU) is created, a copy shall be maintained in Appendix D. Advanced planning should specify the type of communication and services provided by one agency to another.

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the Building-Level Emergency Response Plan and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within 30 days of adoption.

New York State Police
Headquarters – Field Command
Attn: Safe School/sites NY
1220 Washington Avenue, Building 22
Albany, NY 12226
Or by email to: info@safeschool/sites.ny.gov

Building-Level Emergency Safety Plans are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Record of Distribution

Copies of the Emergency Response Plan, including appendices and annexes are recommended to be distributed to your Building-Level Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the District Superintendent and any other persons deemed appropriate by the Building-Level Safety Team.

Distribution of the ERP shall be recorded in the following table:

Monroe 2-Orleans BOCES Emergency Officer	Douglas Comanzo	
Monroe County Sheriff's Office	Captain Pat Rojas	
Ogden Police Department	Chief Robert Long	

Plan Review and Updates

8 NYCRR Section 155.17 (b) requires the Building-Level Safety Team to review its Emergency Response Plan annually and update it by July 1 as needed.

Each update or change to the plan shall be recorded in the following table.

2. Purpose and Situation Overview

School/sites are exposed to many threats, hazards and vulnerabilities. All of these have the potential for disrupting the school/site community, exposing students/staff to injury, and causing damage to public or private property.

Building-Level Safety Teams shall complete thorough threat assessments to identify circumstances in the school/site or near campus that may present unique problems or potential risk to people or property.

The interior and exterior portions of all school/site buildings, school/site grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff and students.

Develop Threat and Hazard-Specific Annexes to address each identified threat/hazard from your assessment. Included in the Threat and Hazard-specific Annex section are examples of formats you may utilize while developing these annexes.

The table on the following page provides a list of potential threats that school/sites should consider when conducting a threat/hazard assessment.

Natural Hazards	<ul style="list-style-type: none">• Earthquake• Tornado• Lightning• Severe wind• Hurricane• Flood• Wildfire• Extreme temperatures• Landslide or mudslide• Winter precipitation• Wildlife
Technological Hazards	<ul style="list-style-type: none">• Explosions or accidental release of toxins from industrial plants• Accidental release of hazardous materials from within the school/site, such as gas leaks or laboratory spills• Hazardous materials releases from major highways or railways• Radiological releases from nuclear power stations• Dam failure• Power failure• Water failure
Biological Hazards	<ul style="list-style-type: none">• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis• Contaminated food outbreaks, including <i>Salmonella</i>, botulism and <i>E. coli</i>

Adversarial, Incidental and Human-Caused Threats	<ul style="list-style-type: none"> • Toxic materials present in school/site laboratories • Fire • Active shooter • Criminal threat or action • Gang violence • Bomb threat • Domestic violence and abuse • Cyber attack • Suicide
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Planning Assumptions and Limitations

Stating the planning assumptions allows the school/site to deviate from the plan if certain assumptions prove not to be true during operations. The Building-Level Emergency Response Plan is established under the following assumptions:

- The school/site community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school/site affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school/site property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school/site to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the Building-Level ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school/site’s readiness to respond to incidents.

3. Concept of Operations

The overall strategy of a Building-Level Emergency Response Plan (ERP) is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school/site generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school/site will be delegated the authority to direct all incident activities within the jurisdiction of the school/site. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander.

8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System. This chain of command shall be documented in the table included in Appendix B.

Initial Response

School/site personnel are likely to be the first on the scene of an incident in a school/site setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (police, fire or EMS). Staff will seek guidance and direction from the school/site district and emergency responders.

Any staff or faculty member who sees or is aware of an emergency shall activate the ERP.

4. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions. The included titles and responsibilities are for illustrative purposes and should be edited to meet the needs of your school/site as necessary.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school/site relies on other key school/site personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with their role and responsibilities before an incident occurs.

Principal

The principal (or their designee) will serve as the Incident Commander and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this Emergency Response Plan (ERP)
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Keep the District Superintendent informed of the situation

Teachers, Substitute Teachers and Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff and other individuals
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander
- Obtain first aid services for injured students from the school/site nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved
- Render first aid or CPR if certified and deemed necessary

Teaching Assistants and Aides

Responsibilities include:

- Assisting teachers as directed
- Actions to ensure the safety of students

Counselors, Social Workers and School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School/Site Nurse and/or Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians and Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school/site
- Execute assignments as directed by the Incident Commander

Principal's Secretary and Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school/site records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Bus/Van Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

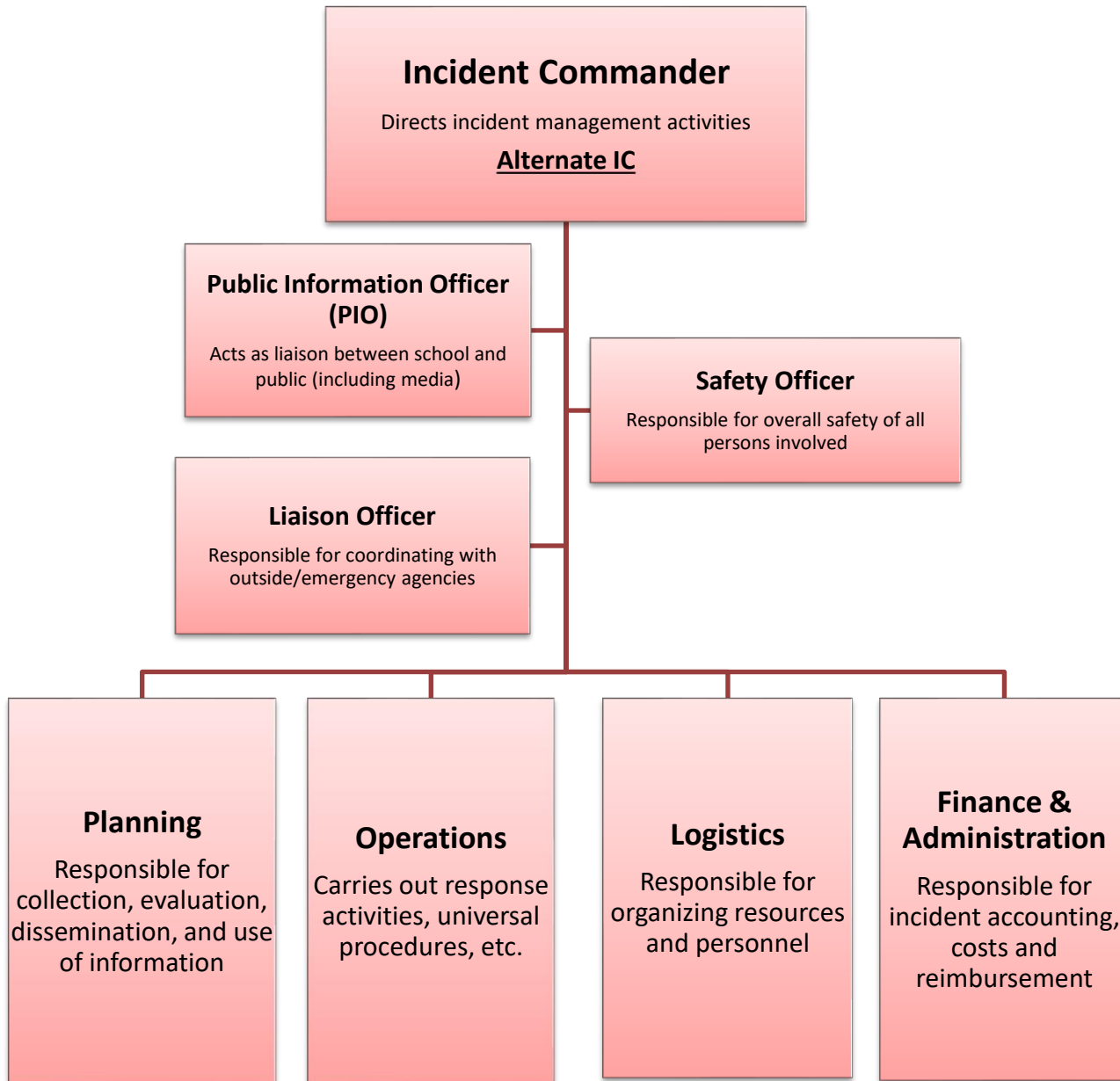
- Encourage and support school/site safety, violence prevention and incident preparedness programs within the school/site
- Participate in volunteer service projects for promoting school/site incident preparedness
- Provide the school/site with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the school/site or district

5. Direction, Control and Coordination

School/Site Incident Command System (ICS)

To provide for effective direction, control and coordination of an incident, the Building-Level Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS).

Staff members are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The school/site ICS is organized as follows:



See Appendix B: Incident Command System for a listing of individuals designated to fill the Command Staff roles.

School/site Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

A. Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/ Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

B. Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

C. Planning Section

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities

D. Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school/site and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

E. Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school/site records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

Coordination with Responders

The Building-Level Emergency Response Plan (ERP) may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school/site. The agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school/site Incident Commander to a responding agency will occur.

Source and Use of Resources

The school/site will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school/site establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

See Appendix D: Memoranda of Understanding (MOU).

6. Information Collection, Analysis and Dissemination

The school/site will collect, analyze and disseminate information during and after an incident.

Types of Information

During an incident, the school/site will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school/site will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school/site will also monitor the school/site district information portal, to determine any information pertinent or critical to the school/site's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

7. Training and Exercises

The school/site understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school/site personnel and community responders are aware of their responsibilities under the Building-Level Emergency Response Plan (ERP), the following training and exercise actions should occur.

Training

All school/site staff, students and others deemed appropriate by the school/site should receive training during the school/site year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school/site year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency.
- Annual training
 - Review ERP with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
 - Conduct student briefings on roles they perform during an emergency (if applicable)

Drills and Exercises

At a minimum, the school/site will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school/site year.
- 8 NYCRR Section 155.17 (e)(3) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

- One lockdown drill – announced (first marking period)
- Three lockdown drills – unannounced (following first announced drill)

Lockdown drills will be conducted internally to ensure that school/site staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated safe areas within each room. Where possible, the school/site should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school/site will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school/site is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill.” This will ensure that all involved recognize that this is a drill and not a real incident. Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service. This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Use this table to document training and drills associated with this ERP including exercising of this ERP and informing faculty and staff of their roles within ICS.

Type of Training/Drill	Date of Training/Drill	Agencies Involved
Building-Level Safety Team Mtg		Monroe 2-Orleans BOCES
Lockdown Drill		Monroe 2-Orleans BOCES
Readiness Check		Monroe 2-Orleans BOCES
Tabletop Drill		Monroe 2-Orleans BOCES
Fire Drill		Monroe 2-Orleans BOCES

8. Administration, Finance and Logistics

Agreements and Contracts

If school/site resources prove to be inadequate during an incident, the school/site will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school/site district and school/site officials. Copies of these agreements are located in Appendix D.

Documentation

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school/site budgets and to share these costs with the Superintendent and BOCES Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school/site operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

9. Authorities and References

The following are State and Federal authorizations upon which this School/site ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe School/sites Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school/site emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to [Appendix B](#) for the defined chain of command
- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component

FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School/Site Emergency Operations Plans.

The functional annexes within this section should provide school/sites with a comprehensive set of guides for responding to and functioning during an emergency. Each Building-Level Safety Team should assess and develop annexes to meet the unique needs of each school/site building.

Functional annexes that make up the SHELL acronym provide standard language and procedures, and are intended to be transferable to school/sites statewide and modifications are not recommended.

- Shelter-in-Place
- Hold-in-Place
- Evacuation (required per 8 NYCRR Section 155.17 (e)(2)(i))
- Lock-out
- Lock-down

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school/site comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The Building-Level Safety Improvement Team also recommends that school/sites complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

1. Shelter in Place

Objective

A shelter in place describes a course of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Procedure

- Shelter in place will be announced by intercom, public address (PA) system (press page then 2) or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring you to shelter in place.
Please stop what you are doing and follow these instructions.
Provide specific incident instructions
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Staff or students outside of the main building for any reason should be instructed to move into the main building.
- If issued a two-way radio, take it with you and monitor channel one.
- If the situation is not a threat to the exterior of the building, staff or students outside of the building for other reasons should be instructed to return to their work area.

Additional Considerations for Shelter in Place

The Building-Level Safety Team should consider the following when reviewing the current plan or developing new policies and procedures. Add necessary actions appropriate for your response.

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to shelter in place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate annex or annexes as needed.
- Notify all concerned parties when the shelter in place is lifted.

2. Hold in Place

Objective

A hold in place may be initiated if there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires staff and/or student movement be limited. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Procedure

- Hold in place will be announced by intercom, public address (PA) system (press page then 2) or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring you to hold in place.
Please stop what you are doing and follow these instructions.
Provide specific incident instructions
- Staff and students in hallways, bathrooms or other common areas will return to their work area.
- If the route is blocked, staff and/or students will go to the nearest office area.
- All available staff members will assist in maintaining order and accounting for staff and/or students.
- If issued a two-way radio, take it with you and monitor channel one.
- Remain in position until further instruction is given or remaining in place compromises safety.

3. Evacuation

Objective

This annex focuses on the courses of action that the school/site will execute to evacuate school/site buildings and grounds. Included are school/site policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Procedure

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a public address (PA) system (press page then 2) or bullhorn.
- Consider using language similar to this in your announcement:
Your attention please; we need to evacuate the building.
Staff and students are to move to the designated assembly area
- Take attendance when safe to do so.
- Call or designate another to immediately call 911 to give notice that the school/site has been evacuated.
- Notify appropriate district staff that an evacuation of the school/site has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate annex or annexes as needed to respond to the situation.
- Designate staff with assigned two-way radios and/or cell phones to assist in evacuation procedures.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school/site by bell system, radio transmission, public address system, designated staff, or bullhorn.

Montemarano, Steven	Radio and 585-261-6029
	Radio and 585 617-2362

Evacuation – Building Only

- Determine evacuation routes based on location of the incident and type of emergency (see floor plans).
- Ensure all locations have designated secondary escape routes
 - Identify escape windows or other means of escape
 - Designate alternate routes
- Evacuate Students/Staff with special needs
 - Identify disabled/wheelchair accessible routes

- Address needs of other disabilities: autism, visually-impaired, hearing-impaired, etc.
- Student/staff Self-Evacuation: in the event that students find themselves out of the supervision of faculty or staff.
 - Student/staff self-evacuate through nearest evacuation route or exit.
 - Students report to nearest assembly area and nearest teacher/staff. (If applicable)
- Do not stop for student or staff belongings.
- Take phone lists, first-aid kit and other emergency supplies.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area.

Designated Evacuation Assembly Areas (on school/site grounds)

All	RTP parking lot

- Account for all staff and students. Immediately report any missing or injured staff or students to the school/site Incident Commander.
- The greeter shall take the visitor log to evacuation assembly area.

Evacuation – Off School/Site Grounds

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school/site grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building-Level Safety Team determines appropriate off-site evacuation areas prior to an actual incident. Preplan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.
- Notify all assembly areas to evacuate to offsite location.
- Describe the method by which students and staff will get to the offsite location (walk, travel by bus, etc.)

PRIMARY	RTP – Exceptional Children	160 Wallace Way	617-2440
SECONDARY	Educational Services Center	3599 Big Ridge Road	Front desk 352-2400
TERTIARY			

Evacuation – Outdoors

Building occupants are required to quickly evacuate the building when the fire alarm is activated or there is an announcement to evacuate. One exception to this is if the building is in emergency lockdown and then the fire alarm is activated. This has been used by threatening individuals to encourage those behind locked doors to come out. Deciding to do so is a decision each person will need to make on their own. One rule of thumb is that in such situations if smoke is smelled or fire is observed then attempting to evacuate may be necessary. In some cases a window evacuation may be an option.

Incident Commander Actions:

- Announce the need to evacuate the building.
- Provide additional information as needed.
- Arrange for the main entrance sign in log to be taken to the staging area if no Greeter is on duty at the time of the incident.
- During inclement weather decide if staff and students will evacuate to another building.
- Instructions will be given as to whether staff should walk to the evacuation location or if transportation will be forthcoming.
- Announce that the building is now clear and safe to reenter.

Staff Actions:

- If issued a two-way radio, take it with you.
- If you are in a room evacuate according to the sign located in the room unless the path takes you past an area of concern in which case use the next closest exit.
- If you are not in a room immediately exit the building at the nearest point.
- Do not first retrieve your personal belongings before evacuating.
- Staff shall be responsible for clearing the hallway, including bathrooms.
- Gather at your designated evacuation site.
- Administrators will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.
- No one will reenter the building until cleared to do so by the Superintendent or designee.

Evacuation – Another Building

This procedure is used when the occupants must leave the building they are in because of a concern for the safety of those inside. If outside conditions prevent staging there then another building will be contacted to arrange for the evacuees to be housed as long as needed.

Incident Commander Actions:

- Contact the building administrator of the building to which staff and students will be evacuating to.
- Announce the evacuation of the building to either an evacuation area or to another building as is appropriate.
- Notify evacuees of the decision to move to another location or building if and when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff and students shall first report to their evacuation area after evacuating the building for any reason. Await further instructions.
- If issued a two-way radio, take it with you.
- When instructed to do so staff and students will walk in an organized fashion to the host building and remain there until further instructions are given.
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – by Means of Bus Transportation

This procedure is used when the occupants must leave the building they are in because of a concern for the safety of those inside and outside conditions prevent occupants from safely evacuating or walking to another building.

Incident Commander Actions:

- Contact the Transportation Director and request transportation for staff.
- Announce the evacuation to either an evacuation area or to board awaiting buses.
- Notify evacuees of the decision to board buses to be sheltered or moved to another location or building if and when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff shall first report to their evacuation area or to board waiting buses, after being instructed to evacuate the building for any reason.
- If issued a two-way radio, take it with you. Further instructions will be given at that time.
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – Return to Buildings or Grounds

No students or staff shall return to school/site buildings or grounds until advised to do so by the Incident Commander or appropriate officials. In the event that emergency response services (police, fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, which will then make the decision to allow students and staff to return to the building or grounds.

4. Lockout

Objective

Lockout describes the courses of action the school/site will execute to secure school/site buildings and grounds during incidents that pose an imminent concern outside of the school/site. The primary objective of a lockout is to quickly ensure all school/site staff, students, and visitors are secured in the school/site building away from the outside danger.

Procedure

Initiate Lockout

- Lockout will be announced by intercom, public address (PA) system (press page then 2) or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring the school/site to lockout
All outdoor activities are cancelled. Please continue regularly-scheduled indoor activities.

Execute Lockout

- All outdoor activities shall cease and be immediately moved indoors.
- As soon as all students and staff are in the building, all exterior doors shall be locked.
- Normal activity will continue within the building unless directed otherwise.
- It is not necessary to turn lights off or to close blinds unless directed.
- If issued a two-way radio, take it with you.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by administration. Activate annex or annexes as needed to respond to the situation.

5. Lockdown

Objective

Lockdown describes the courses of action school/sites will execute to secure school/site buildings and grounds during incidents that pose an immediate threat of violence in or around the school/site. The primary objective of a lockdown is to quickly ensure all school/site staff, students and visitors are secured in rooms away from immediate danger.

Lockdown is not a stand-alone defensive strategy. Executing a lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Procedure

Initiate Lockdown

- Where possible, lockdown will be announced by intercom, public address (PA) system (press page then 2) or otherwise.
- Do not use codes, cards or colors. Lockdown must be immediate and deliberate; the announcement of a lockdown shall be as follows:
 Lockdown! Lockdown! Lockdown!
- Call 911.
- If issued a two-way radio, take it with you.
- In the event of an immediate threat to safety is recognized, such as a person armed with a gun in the hallway, any faculty or staff shall raise the alarm and initiate a lockdown.

Execute Lockdown

- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of staff/students.
- If safe, immediately gather staff/students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your area.
- Lock your door(s) and turn lights off if possible.
- Have students/staff move to the designated safe area of the room and remain silent.
- Leave blinds as they are. Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively and take the following action during a lockdown:
 - Do not allow anyone, under any circumstance, to leave your secured area.
 - Do not answer or communicate through your door or classroom phone.
 - Silence cell phones and limit use to only relay pertinent information to emergency responders, (i.e., description/location of active shooter/victim injuries).
 - Do not respond to fire alarm unless actual signs of fire are observed.
 - Document and attend to any injuries to the best of your ability.
 - Take attendance and include additions and missing staff/students' last known location.
 - Do not respond to public address (PA) system or other announcements.
- Procedures should be in place to re-direct buses in the event of a lockdown.

Lockdown will only end when you are physically released from your room or secured area by law enforcement.

6. Crime Scene Management

Objective

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school/site property as required in 8 NYCRR Section 155.17 (e)(2)(viii).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Procedure

Respond: Ensure your personal safety first, then if possible, formulate a plan and make mental notes.

Evaluate: Evaluate the severity of the situation, call 911 if appropriate. Identify involved parties. Be aware of weapons, hazards, and potential evidence. Don't touch anything unless absolutely necessary to preserve safety.

Secure: Clear away uninvolved people. Establish a perimeter that prevents people from entering the potential crime scene.

Protect: Safeguard the scene – limit and document any people entering the area. Don't use phones or bathrooms within the crime scene area. Don't eat, drink or smoke in the crime scene area.

Observe: Write down your observations as soon as is safe to do so. Record detailed information – don't rely on your memory. Notes will aid first responders upon arrival and could be utilized in court.

Notify: Call 911 if not already called or police are not on scene.

Document: Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture. Be prepared to provide your notes and information to police.

7. Communications

Objective

This annex includes communication and coordination during emergencies and disasters, both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation per 8 NYCRR Section 155.17 (e)(2)(i).

The Building-Level Emergency Response Plan (ERP) must include policies and procedures governing school/site incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school/site community and the media.

Types of Communication

Communication between School/Site and Emergency Responders

The school/site will contact and maintain communications with emergency responders during an incident. The school/site Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform and/or other means necessary described in the Building-level Emergency Response Plan (ERP) to notify the director or designee of the school/site on status and needs. The school/site and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Communications Matrix

When a crisis happens the following procedures should be followed to ensure communication between members of the emergency response teams, administrators and all others having a role in dealing with the emergency at hand:

- Any person becoming aware of a situation which creates an immediate danger to students and staff shall notify the District Superintendent and 911 if appropriate to do so.
- The District Superintendent shall notify the assistant superintendent, coordinator of safety and security and as necessary, building principals/directors and the communications manager.
- The communications manager, in coordination with the District Superintendent, shall communicate written messages to the news media.

❖ Internal Communications

The school/site has identified a school/site person who will:

- Follow the communications policies and procedures established by the school/site.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in coordination of media communications.

Communication between School/Site Officials and Staff Members

School/site personnel will be notified when an incident occurs and will be kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve.

The following methods of communication may be utilized to disseminate information internally when appropriate:

- Text Message/E-mail System: A text message or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- Staff Meeting: As appropriate, updated information about an incident will be presented at a staff meeting. Any new procedures for the day will also be reviewed at this time. Staff will also have the opportunity to address any misinformation or rumors.
- Mass notification device such as *ConnectEd*.
- Two-way radio.
- Two-way public address (PA) system communications is provided from all offices to the director's office.

Communication between School/site Officials and Students

Communication of emergency information between school/site officials will primarily take place through the school/site's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Mobile Device Applications
- Flyers/letters

❖ External Communications

School/site officials must communicate with the larger school/site community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school/site about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

- Before an incident occurs
 - Inform parents on how to access alerts and incident information.
 - Inform parents that the school/site has developed an Emergency Response Plan (ERP), its purpose and its objectives.
NOTE: Detailed response tactics should not be shared if they will impede the safe response to an incident.
 - Information will be included, as necessary, on the district website.
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident

- Disseminate information in various ways such as text messages, e-mails, radio announcements, website and *ConnectEd* to inform parents about what is known to have happened.
- Implement a plan to manage phone calls and parents who arrive at the school/site.
- Describe how the school/site and school/site district are handling the situation.
- Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school/site will resume.

Communications with Media

In the event of an incident, the school/site Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer (PIO) and/or participate in a joint information effort to:

- Establish a media staging and reception area away from the school/site and any established incident command post, evacuation site or reunification site
 - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school/site would be deemed impracticable due to the nature and severity of the incident.

Pre-designated Media Staging Areas

LOW IMPACT	RTP – Exceptional Children	160 Wallace Way
HIGH IMPACT	TBD by law enforcement	

- Provide regular updates to the media and school/site community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor the release of information and correct misinformation.
- Coordinate messages with the Incident Commander or PIO.
- Prepare information to be released by briefing, news release or web posting.

8. Medical and Mental Health Emergency

Objective

This annex describes the courses of action that the school/site will implement to address emergency medical and mental health counseling issues. School/sites should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the Emergency Response Plan (ERP) with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. School/sites should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

Receiving Assistance from Government Officials

By contacting 911, the system for coordinating the delivery of assistance from both the county and local agencies shall be activated.

Procedure

When a medical emergency occurs, time is critical for the person experiencing the emergency. Remember to act quickly and get medical help on the way as quickly as possible.

Incident Commander Actions:

- The principal/director or designee will activate the Building-Level Emergency Response Team if warranted.
- If an ambulance is responding, the Incident Commander or designee will assign someone to meet the ambulance crew at the entrance and escort them directly to the victim if appropriate to do so.
- The Principal/Director will initiate a Hold-In-Place if appropriate to do so.

Staff Actions

- Any staff member who discovers a medical emergency will immediately contact 911 and request an ambulance if necessary.
- The staff member will then immediately contact the principal/director or designee.
- If activated, Emergency Response Team members should retrieve an automated external defibrillator (AED) and other emergency supplies as available and respond to the situation.
- If possible, arrange for someone to stay with the person experiencing the emergency.
- If you have a two-way radio, take it with you.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures:

- Instructions on where emergency medical supplies (e.g. first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post-Incident Response Team table in Appendix C with appropriate staff.
- Procedures on sharing and reporting information about unusual situations, if warranted.
- Addressing the immediate, short, and long-term counseling needs of students, staff and families.
- Location where counseling and psychological first aid will be provided.
- A plan to have counselors available to assist students if necessary.

Add actions as needed.

9. Accounting for All Persons

Objective

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Procedure

Incident Commander Actions

- The Incident Commander (IC) or designee will assign an individual to contact each evacuation site to coordinate and prepare a master list of names and locations of those present or missing from each evacuation site.
- The assigned individual will also contact the person securing and holding the building visitor log book. Information contained in the visitor log book will aid in accurately preparing the master attendance and missing lists.

Staff Actions

- The director, or if the director is not present, the director's secretary shall begin to document in list form each person that is present or missing from the evacuation site, when safe to do so.
- If believed to be known the whereabouts of a missing person shall be noted on the list.
- Lists shall be continuously updated as necessary to reflect up to date information.
- The director, or if the director is not present, the director's secretary shall be prepared to provide list information to the Commands Posts assigned person contacting the site for such information.
- The names of any missing students, staff or visitors will be reported to the Incident Commander/Command Post as soon as possible.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures

- Taking attendance and reporting to the Incident Commander when staff/students relocate inside the building or an evacuation takes place.
- Reporting to the Incident Commander when a student, staff member or guest cannot be located.
- Dismissal of staff/students if they have been relocated in the building.

Add actions as needed.

10. Reunification

Objective

The reunification annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Procedure

Designate a reunification site. Use the table below to designate primary and secondary reunification sites.

PRIMARY	RTP – Exceptional Children	160 Wallace Way	617-2440
SECONDARY	ESC	3599 Big Ridge Rd	352-4400

Reunification will only occur after permission has been granted to do so by the law enforcement agency or fire department commanding the incident.

Incident Commander Actions

- After receiving notification from the police and/or fire department, reunification may begin. The Incident Commander will direct the implementation of the reunification process.

Staff Actions

- Set up three distinct areas close by but out of sight of each other and away from the media staging area.
 - Parent/guardian check-in area (see below)
 - Reunification area
 - Student/staff holding area
- Setup will include signage and/or barricades to protect those present and the integrity of the process.

Areas will only be established after consulting with the emergency incident commander, (police, fire or other emergency official), to make certain the areas chosen are safe.

- Parent/guardian check-in area
 - This is where parents will receive initial instructions and a preprinted and perforated form to complete.
 - Staff will confirm that the person is on the preapproved list to pick up the student.
 - The parent/guardian will be required to show photo identification to prove their identity. Anyone without a photo ID will be asked to move to another line where other methods will be used to confirm identification.
 - The runner will re-check the parent/guardian's ID and then have the parent/guardian sign the form and include the date and time of the release. Parents/guardians will be instructed to leave the area promptly after signing out their student to make room for others.
- Reunification area
 - If the student is not present and the student's location is unknown, or if the student is being medically treated or is deceased, the runner will first inform a counselor in the reunification area of the student's status.
 - The runner will then escort the parent/guardian to meet with the informed counselor in a private mental health area nearby.

- The counselor will inform the parent/guardian as needed in the private area away from other parents. The school/site psychologist or other designee will coordinate this activity with emergency response personnel.
- Student/staff holding area
 - If after a reasonable period of time a student has not been picked up by a parent/guardian staff will attempt to contact those listed on the student's incident release card. If still unsuccessful in contacting a parent/guardian, staff will solicit the assistance of the police to resolve the matter, if necessary.
 - Students 18 years of age and older and who are not injured may sign themselves out and leave on their own but this is not advisable without first having the student speak with a counselor, if the release follows a tragic event.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures.

- Transporting staff/students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the special needs students who may be significantly impacted by the stress of the incident. Additional support staff may be required to support these students.
- Obtaining sign boards and preparing forms and signs in advance to direct parents to an area.
- Advising parents well in advance of the reunification process, especially as it pertains to their responsibilities such as producing photo ID when picking up a student.
- Preparing hard copies of student rosters, schedules and daily attendance to eliminate the need of computers in the event they are not available.
- Security should ensure the safety of those present as well as the integrity of the process.
- Setting a minimum number of required staff members to be available at each area to ensure adequate family assistance and student security.
- Equipping each team member supervising the students with a list of the students assigned to him or her, complete with the names of the students who were absent at the start of the school/site day as well as those who left prior to the incident.
- If evacuation to an off-site location is deemed necessary to protect staff and student safety and to expedite reunification, all parents/guardians will be notified of the location change and provided information on accessing the site. The basic infrastructure and procedures in place for student release will still be implemented as they would be for an on-site reunification center.
- All printed materials should be translated into the languages understood by the parents of every child attending the school/site.

Add actions as necessary.

11. Continuity of Operations Plan (COOP)

Objective

This annex describes how the school/site and district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security and continuity of teaching and learning.

Procedure

The Post-Incident Response Team has developed the following procedures for dealing with post-incident response:

Short Term

The Post-Incident Response Team will include building supervisor(s) and other available staff as appropriate. The Operations & Maintenance crew will secure any parts of the building that may have incurred damage or needs to be cordoned off for a criminal investigation. Operations & Maintenance will also determine the building restoration activities. The team will review the incident and develop minutes, which will reflect areas for improvement for future events.

Long Term

The building supervisor(s) and professional staff will observe students and review with faculty any long-term stress that students or staff may exhibit. The director of Operations & Maintenance will evaluate the facilities after an incident to determine additional needs. Long-term response needs will be included by the team in annual updates to the plan.

12. Recovery

Objective

The purpose of recovery is to return to normal the learning environment and district infrastructure. Students and physical structures become the main focus. One of the main goals of recovery is to provide a caring and supportive school/site environment. Paramount is the emotional needs of the students and staff and the quick return to the business of learning. Recovery can be a lengthy process as individuals recover at their own pace.

Procedure

- The Incident Commander activates the Trauma, Illness and Grief (TIG) Team and decides if other outside agencies may be required to assist with staff and student counseling needs.
- Conduct daily briefings with staff.
- Students/staff are monitored for emotional impact.
- Identify what follow-up interventions are needed by students and staff.
- Parents will be kept informed of efforts being made to attend to student safety as well as their emotional needs and what counseling services the district and community have to offer families.
- Plan how anniversaries of events will be commemorated.
- Conduct safety audits and determine what is in need of repair or replacement.
- Determine how to secure buildings which are not usable.
- Take photos or videos of the damage areas.

13. Security

Objective

The purpose of security is to ensure the protection of students and staff as well as district owed property. Efforts will be made to prevent unauthorized entry into the building by the use of the following methods:

Procedure

- All staff and visitors must wear ID badges at all times while on campus and at school/site-sponsored functions of-site. Visitors shall also be required to sign in upon entering a building during normal school/site hours.
- All doors are locked during the school/site instructional day.
- Limiting access for all persons to a minimum number of entrances.
- Being cognizant of strangers in the building and stopping visitors who have not properly registered or are not wearing proper ID badges or displaying a proper visitor pass.
- Providing adequate lighting in all areas.
- Controlling pedestrian traffic in buildings with doors to force visitors into main offices or to a staffed greeter station.
- Video surveillance camera systems where installed shall be used as needed for the continuance of the safety and protection of the building's occupants and its contents.
- Access control systems where installed will be used to restrict entry into buildings to those having a valid right to do so. Building administrators will assist in determining who shall have such rights at their building and to what degree the rights shall extend.

THREAT AND HAZARD-SPECIFIC ANNEXES

The threat and hazard-specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and hazard-specific annexes do not repeat content, but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School/site staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

The school/site should customize threat and hazard-specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school/site evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

1. Active Shooter Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an active shooter on school/site grounds or in the school/site building.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school/site grounds or in the school/site building.

An active shooter or armed assailant on school/site property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school/site is a crime scene and will require a thorough search and processing.

Core Functions

In the event of an active shooter, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Activating the Emergency Response Plan (ERP)

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the Emergency Response Plan (ERP) immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions such as lockdown or evacuation depending on the situation.

- Notify law enforcement; provide location and description of the shooter if possible.
- Notify school/site buses to not enter the area.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.

Staff Actions:

- Use extreme caution.
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Make appropriate notifications; provide description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

2. Bomb Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a bomb threat.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school/site buildings or grounds. 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.

Core Functions

In the event of a bomb threat, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff. Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a command post if necessary.
- Determine what procedures should be activated depending on the nature of the threat.
- Issue instructions such as shelter in place or evacuation depending on the situation.
- Notify law enforcement, provide threat details.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether school/site will be closed or remain open.
- Notify school/site buses to not enter the area.

Staff Actions:

- Implement the appropriate response procedures to keep students safe.

- Police may enlist the assistance of school/site staff that are familiar with the building and can recognize objects that do not belong or are out of place.
- Do not touch or handle any suspicious object, bag or container.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

Actions of Individual Receiving Bomb Threat:

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA.
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes.
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone.

3. Intrusions and Threats of Violence

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an intrusion or threat of violence.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an intrusion or threat of violence.

Core Functions

In the event of an intrusion or threat of violence, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an intruder in or around the building or any imminent threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiates functional annexes as are appropriate.
- Activate communications annex.
- Notify school/site buses to not enter the area.

Staff Actions:

- Determine whether the person is a legitimate visitor.
- If you are uncomfortable approaching a person be sure to immediately report the person to the Incident Commander.
- Escort all visitors to the greeter station to sign in and obtain a visitor ID.
- If a person is suspected of posing a threat do not approach and immediately contact the Incident Commander.
- Do not engage the person in a confrontation. Take steps to ensure your safety and that of any students.
- Identify the person, person's location, and note if any weapon is visible or suspected.
- Contain the situation and, if possible, remove all innocent persons.

4. Severe Weather

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of severe weather.

Scope

When a severe weather warning is received, staff and students may be notified to move to safe areas in the building.

Core Functions

In the event of severe weather, school/sites will contact emergency services agencies for their assistance as needed. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a severe weather warning will notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiates functional annexes as are appropriate.
- Activate communications annex.
- Announces to staff of an impending weather concern.
- Arranges for outside students and staff to be notified of the event and to return to the building.
- Decides if the concern is severe enough and time allows to complete an early dismissal or if sheltering inside the building or relocating to another building is the most appropriate course of action.

Staff Actions

- If issued a two way radio monitor channel one or two if you have it.
- In general move to a lower level and a less glass enclosed area.
- Avoid wide expanses of open space.
- Close any blinds to shield from glass and debris.
- Duck and cover procedures, or sheltering under desks shall be implemented if necessary.

5. Gas Leak

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a gas leak.

Scope

During a gas leak it is important to exit the building as quickly as possible. Remember to not turn on or off any electrical switches or devices. Do not exit past an area where the leak is believed to be originating.

Core Functions

In the event of a gas leak, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a gas leak should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Call 911 and notify Operations & Maintenance and Rochester Gas & Electric to report the leak.
- Initiate functional annexes as are appropriate.
- Activate Communications Annex.
- Announce the evacuation of the building away from the affected area. Do not use the fire alarm to activate evacuation if you have a bell type alarm. Make certain to state the reason for the evacuation so those inside are aware that they should not use any electrical devices. Consider using a runner(s) to announce the evacuation.
- Arrange for the main entrance sign in log to be taken to the staging area if no greeter is on duty at the time of the incident.
- Notify school/site buses to not enter the area.

Staff Actions:

- Immediately notify the Incident Commander if you believe there is a gas leak.
- Be prepared to evacuate to your designated area as soon as directed to do so.
- Do not use light switches or other electrical devices to reduce the chances of a spark.
- Once at your evacuation area administrators and teachers should account for all students and staff.

- Report unaccounted individuals or students to the Incident Commander.
- The Director of Operations & Maintenance may turn off of gas to the building and assist in determining the source of the leak as well as establish a repair plan.

6. Chemical Spill

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a chemical spill.

Scope

For chemical spills inside and outside the building

Core Functions

In the event of a chemical spill, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter-in-Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a chemical spill should notify the Incident Commander as soon as possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify Operations & Maintenance and the Emergency Response Team and set-up a command post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Determine if the spill warrants evacuation of the building.
- Decide if the assistance of outside agencies may be required depending on the nature of the spill.
- Direct the air intake to be shut off and sealed if necessary for outside spills.
- Notify school/site buses to not enter.

Staff Actions:

- Keep staff and students away from the spill and notify the Incident Commander immediately.
- Prepare to evacuate the building should the announcement to do so be made.
- If instructed to do so upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators should account for all students and staff.
- Report unaccounted individuals or students to the command post.
- For hazardous chemical spills outside, consider sheltering students inside.

7. Fire and Explosion

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a fire or explosion.

Scope

Any staff or student who sees smoke or fire is directed to pull the fire alarm to evacuate the building per the Building-Level Evacuation Plan. The principal/director or designee shall notify 911 to insure the alarm was received.

No one shall re-enter the building until such time as the fire department has determined it is safe to reenter. The District Superintendent or designee shall be the only individuals authorized to notify staff that the building has been deemed safe to re-enter by the fire department.

Core Functions

In the event of a fire or explosion, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a fire or explosion should locate to a safe area and call 911 at once to report the incident. Upon completion of the 911 call the individual should notify the Incident Commander.

Appropriate announcements shall be made and the Superintendent shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Notify school/site buses to not enter the area.
- Upon completion of the incident, notify staff that the building has been deemed safe to re-enter by the fire department.

Staff Actions:

- Upon activation of the building fire alarm system all faculty, staff and students will immediately exit the building and proceed to their predetermined evacuation area. Close the door to the room you exited.
- Do not allow anyone to first stop to pick up belongings.

- Staff shall be responsible for clearing the hallway, including bathrooms.
- If issued a two-way radio, take it with you.
- Remember to quickly but orderly move far enough away from the building so as not to cause a bottle neck for those still trying to exit the building or interfere with responding emergency vehicles.
- Upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the command post.

8. Biological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a biological threat such as anthrax or the like.

Scope

If a biological threat is received via telephone, the recipient shall record information on the telephone threat checklist if possible. If a letter or package is received which threatens a biological exposure the recipient shall follow the staff actions set forth below.

Core Functions

In the event of a biological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a biological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Calls 911 for assistance and follow the directions regarding the movement of students and staff.
- Direct the shutting off of ventilation systems to limit air movement if the threat warrants it.
- Notify school/site buses to not enter the area.
- Announce an evacuation of the building if appropriate to do so.

Staff Actions

- If the threat is a letter or package, immediately close it, cover with a box or larger envelope and avoid further contact.
- Immediately prevent persons from leaving or entering the room.
- Notify the Incident Commander.
- Avoid touching face or mucus membranes until they can thoroughly wash with soap and water.
- Reduce air movement by shutting off fans and closing windows.

9. Radiological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a radiological threat.

Scope

Procedures shall most likely be shelter in place or early dismissal.

Core Functions

In the event of a radiological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff. Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a radiological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify staff to follow procedures as advised by the county coordinator.
- Notify school/site buses to not enter the area.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the county coordinator.

10. Epidemic and Pandemic

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an epidemic or pandemic.

Scope

Subsequent to such a problem being identified and brought to the attention of the Incident Commander.

Core Functions

In the event of an epidemic or pandemic, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an epidemic or pandemic should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify the school/site doctor and public health officials. The public health officials and the school/site doctor shall provide recommendations for the school/site to follow.
- Advise staff and students of the public health officials' and school/site doctor's recommendations to follow.
- Provide information to the media regarding what the present actions of the district are.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the public health officials' and school/site doctor's recommendations.

11. Kidnapping/Hostage

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a hostage or kidnapping.

Scope

For hostage-taking and kidnapping cases. There are two primary types of abduction:

- Kidnapping: taking of a person by abduction
- Custodial interference: a relative of a child less than 16 years, who intends to hold such child permanently or for a protracted period of time and, knowing that he/ she has no legal right to do so, takes or entices such child from a lawful custodian, (i.e. school environment)

Core Functions

In the event of a hostage/custodial interference, school/sites will contact emergency services agencies for their assistance. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of Hostage/Kidnapping should notify the principal/director as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiate functional annexes as necessary.

Staff Actions:

- Immediate contact the building administrator who will call 911.
- Administrator may initiate school lockdown.
- Gather pedigree information regarding missing child.
- Try to identify any potential witnesses – This is crucial to the success of locating the child quickly and unharmed.

12. Civil Disturbance

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a civil disturbance.

Scope

For any type of civil disturbance inside or outside of school/site(s), such as riots, sit-ins, racial conflict or long altercations.

Core Functions

In the event of a civil disturbance, school/sites will notify the District Superintendent and 911 if necessary. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware a civil disturbance should notify the principal/director as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiate school lockdown if necessary.
- Follow up with the District Superintendent and the coordinator of safety and security, the police and community leaders and other appropriate parties for opening school the next day.
- Update staff before the work day begins.
- Consider calling in counselors to be available the next day.
- Initiates functional annexes as are appropriate

Staff Actions:

- Keep the command post advised of any additional information
- Gather information as to what is taking place, number of people involved and intentions of the group.
- Move away from the areas where the confrontations may occur.

13. Bus Accident

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect from further injury students/staff and school property as well as procedures to follow in the event of a bus accident.

Scope

Bus drivers shall contact the transportation supervisor who will notify the transportation director. The director will advise.

Core Functions

In the event of a bus accident schools will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to further injury. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place (on bus)
- Evacuation (from bus)
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a bus accident shall notify the principal/director as soon as possible. Appropriate notifications shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify the building administrator.
- Assign a designee to respond to the hospital if students need to be transported there.
- Provide information to the media regarding the plan implemented by Monroe 2-Orleans BOCES.
This will usually be done in conjunction with the home district or may be done by the home district.

Staff Actions:

- The driver, if possible, will immediately notify the transportation supervisor.
- The driver will ensure the students are in no further danger.
- The driver will request assistance from fire, ambulance and police as is appropriate.
- The driver will initiate the Accident Report Procedure with the first priority being to establishing a list of names of students on the bus.
- The transportation supervisor will notify the Incident Commander.
- Building Administrators after being notified will notify parents of children who were injured or shall be late arriving home.
- Parents will be encouraged to not respond to the scene of the accident.

APPENDICES

The appendices are included for the purpose of documenting vital information necessary for emergency response. These tables should be completed with the requested information or a suitable replacement inserted in their place. This information should be continually updated to avoid confusion and delay during emergency response.

Appendix A – Communications

The following tables should be completed with the requested information. Expand tables to include all information as needed.

Building – Administrative Staff

Name	Title	Contact	Safety Team	CPR/AED
Montemarano, Steven	Director of BOCES 4 Science	617-2360	YES	NO
TBD	Assistant Director	617-2362	YES	NO

Building – Faculty

Name	Title	Contact	Safety Team	CPR/AED
		617-2356	YES	NO
Pincelli, Kristy		617-2357	NO	NO
Jensen, Katheryn		617-2358	NO	NO

Building – Support Staff

Name	Title	Contact	Safety Team	CPR/AED
Cimino, Sam	Purchasing	617-2355	YES	NO
Parkinson, Doreen	Receptionist	617-2359	YES	YES
Vaccarella, Gina	Administrative Asst.	617-2363	NO	NO
Conroy, Patricia	Kit Processor	617-2373	NO	NO
Harrington, Linda	Kit Processor	617-2373	NO	NO
Harrington, Sherri	Lead Kit Processor	617-2367	NO	NO
Mothersell, Doris	Kit Processor	617-2370	NO	NO
Rosso, Carmella	Kit Processor	617-2373	NO	NO
Montgomery, Robert	Clerk	352-1140	NO	NO
Rood, Wayne	Facilitator	617-2377	YES	NO
Arisumi, Katherine	Kit Processor	617-2373	NO	NO
McGuire, Dan	Inventory Clerk	617-2389	NO	NO
Diaz, Wanda	Kit Processor	617-2373	NO	NO
Reynolds, Alanna	Kit Processor	617-2373	NO	NO

District Contact Information

Name	Title	Contact		Safety Team
Comanzo, Douglas	Coordinator, Safety & Security	851-9283	352-2777	NO
Sleight, Travis	Director, Operations & Maintenance	406-0162	352-2655	NO
Security on Duty	Safety & Security	305-8890		NO

Transportation Contact Information

Name	Title	Contact		Safety Team
Heather Pease	Transportation	352-2720		NO

External Contact Information (Non-Emergency)

Name	Title	Contact		Safety Team
State Police	Major Brian J. Ratajczak	911	398-4100	NO
MC Sheriff's Office	Captain Pat Rojas	911	753-4470	NO
Gates Police	Chief Robert Long	911	617-6131	NO
Fire Department	Chief James Harrington	911	426-2720	NO
State Education Dept.	Rosanne Groff	518-474-3906		NO

Appendix B – Incident Command System (ICS)

The following tables include name and contact information of command staff and locations of command posts.

Incident Commander

	Name	Title/Department Title	Contact
PRIMARY	Montemarano, Steven	Director of BOCES 4 Science	617-2360
SECONDARY	TBD	Assistant Director	617-2362
TERTIARY		Science Resource Teacher	617-2356

Safety Officer

	Name	Title/Department Title	Contact
PRIMARY		Science Resource Teacher	617-2356
SECONDARY	Rood, Wayne	Facilitator	
TERTIARY			

Liaison Officer

	Name	Title/Department Title	Contact
PRIMARY	Cimino, Sam	Purchasing	617-2355
SECONDARY		Science Resource Teacher	617-2356
TERTIARY			

Public Information Officer

	Name	Title/Department Title	Contact
PRIMARY	Dawe, Stephen	Communications Manager	355-5967
SECONDARY			
TERTIARY			

Command Posts

	Interior	Exterior
PRIMARY	Conference Room	BOCES 4 Science Parking lot
SECONDARY	RTP 160 Wallace Way	RTP Parking lot
TERTIARY	ESC	ESC Parking Lot

Appendix C – Emergency Response Teams

8 NYCRR Section 155.17 (e)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. The following tables are provided for the documentation of those teams your school/sites ERT and PRT, please add additional tables if other response teams are utilized.

Emergency Response Team

Name	Title	Contact	Alternate Contact
Montemarano, Steven	Director of BOCES 4 Science	352-2360	
Cimino, Sam	Purchasing Clerk	617-2355	
Parkinson, Doreen	Secretarial Staff	617-2359	
	Science Resource Teacher	352-2356	
TBD	Assistant Director	352-2362	
Vaccarella, Gina	Assistant to the Director	352-2363	
Rood, Wayne	Facilitator	617-2377	

Post-Incident Response Team

Name	Title	Contact	Alternate Contact
Montemarano, Steven	Director of BOCES 4 Science	352-2360	
Cimino, Sam	Purchasing Clerk	617-2355	
Parkinson, Doreen	Secretarial Staff	617-2359	
	Science Resource Teacher	352-2356	
TBD	Assistant Director	352-2362	
Vaccarella, Gina	Assistant to the Director	352-2363	
Rood, Wayne	Facilitator	617-2377	

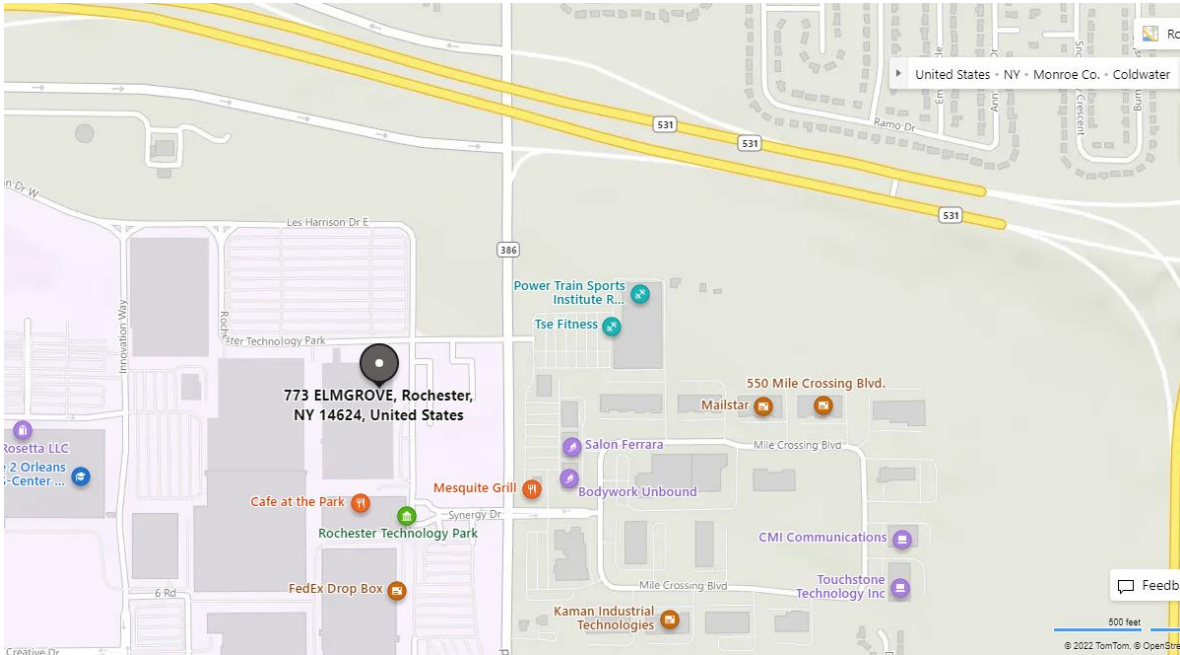
Appendix D – Memoranda of Understanding (MOU)

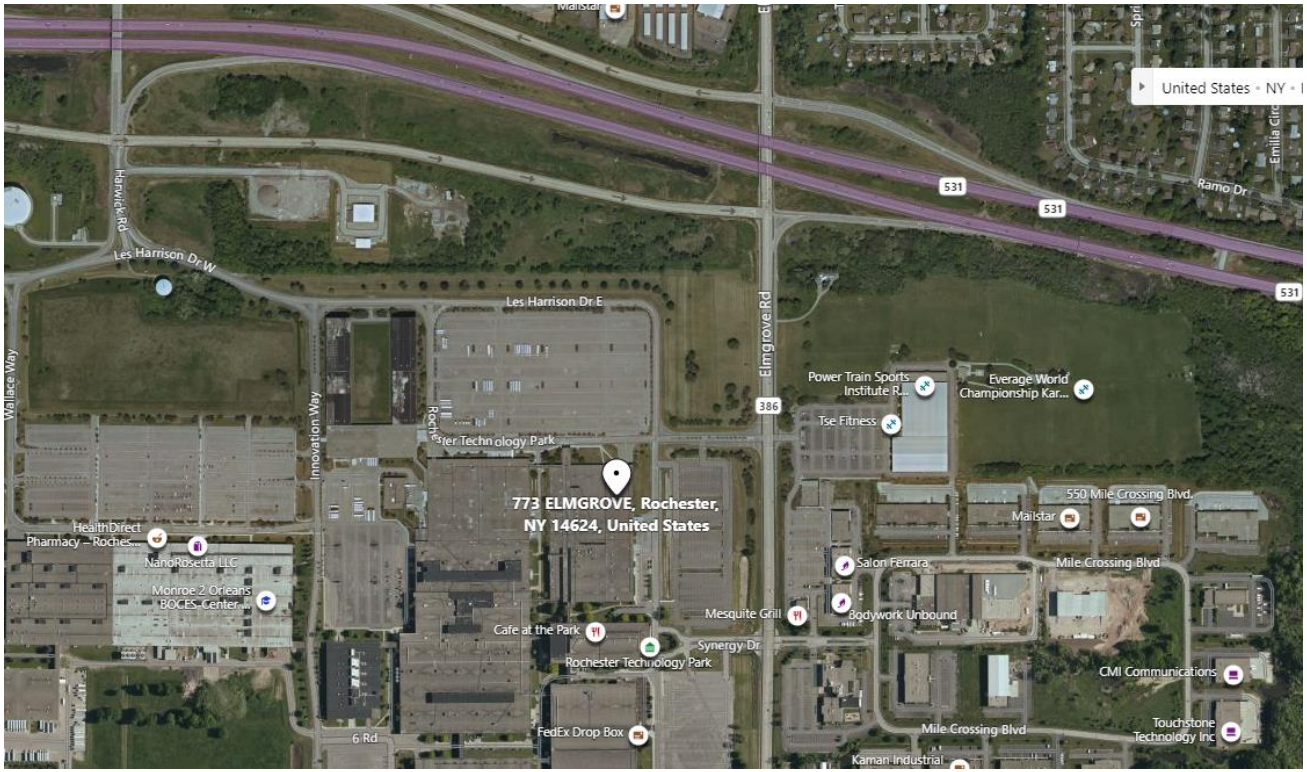
Appendix E – Master Class Schedule

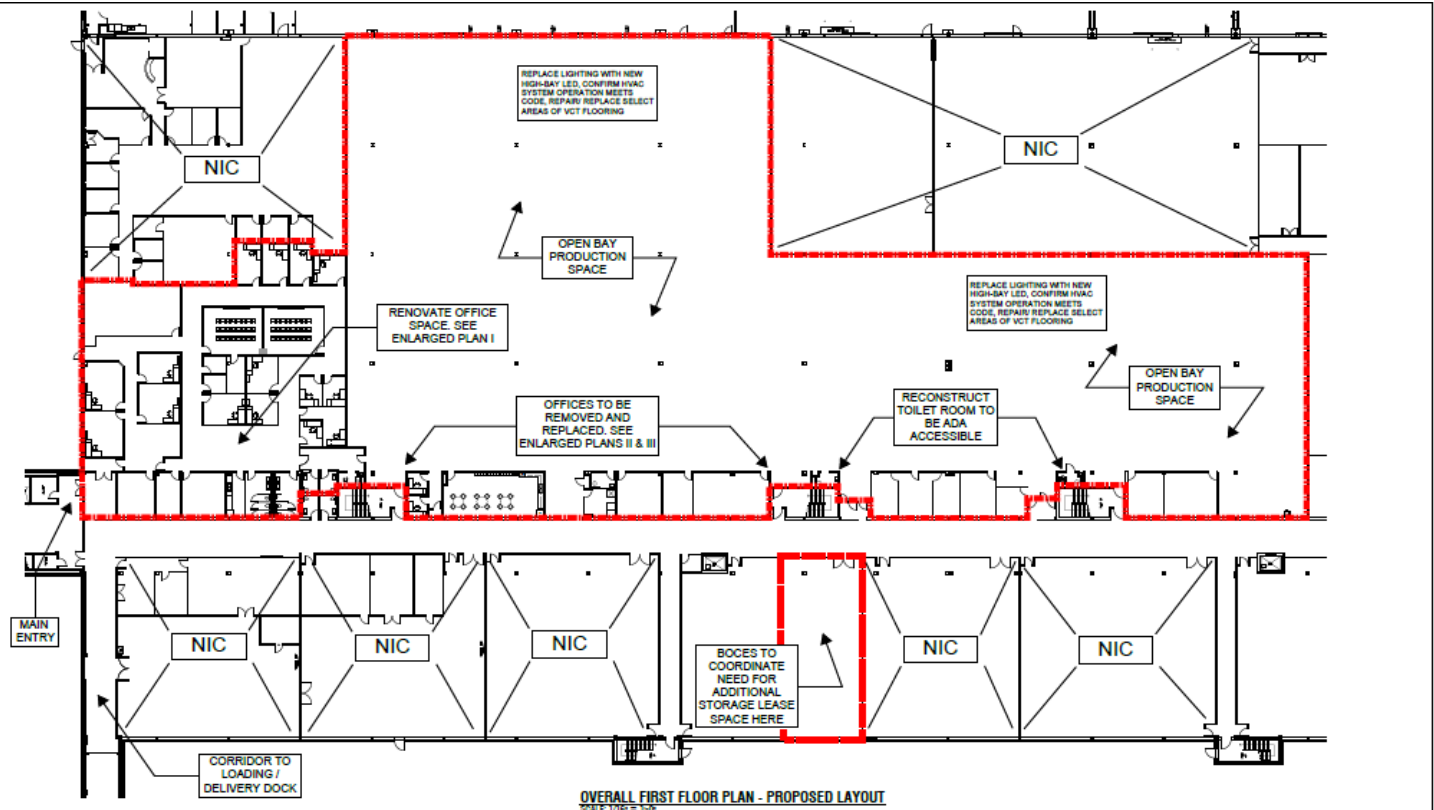
Not applicable to this school/site.

Appendix F – Building/Grounds and Local Road Maps

8 NYCRR 155.17 (e)(2)(iii) Procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school/site interior, school/site grounds and road maps of the immediate surrounding area.







OVERALL FIRST FLOOR PLAN - PROPOSED LAYOUT
SCALE 1/8" = 1'-0"

NIC NOT IN CONTRACT

LEASE AREA CONTRACT LIMIT

LaBella
MONROE 2 - ORLEANS BOCES - BOCES 4 SCIENCE
ROCHESTER TECH PARK - BUILDING 2 LEASE SPACE
SCHEMATIC DESIGN
2/15/22

Appendix G – Students/Staff/Guests with Special Needs

Appendix H – Mental Health

Symptoms of mental health disorders vary depending on the type and severity of the condition. Many times changes and concerns can be addressed simply by contacting the family and asking that they follow up with a health care provider. At times, however, symptoms may be more severe and pose a mental health emergency. Possible signs that someone is having a mental health emergency are as follows:

- Confused thinking or change in typical style of interacting
- Increased anger and/or mood swings
- High emotionality and/or inability to cope in the moment
- Behaving recklessly in a manner that poses a risk to self or others
- Expressing feelings of worthlessness or hopelessness
- Making statements or gestures indicating that s/he wishes to harm self or die
- Making statements or gestures threatening to harm others
- Questionable influence of drug or alcohol use affecting current behavior

If a person is demonstrating any of the aforementioned signs of a mental health emergency, they should be taken seriously and immediate action should be taken. The program supervisor should be notified and a Risk Threat Assessment Plan may be activated.

Possible actions include:

- Call Security/911 if an immediate threat to student/staff safety is present.
- Arrest and/or mental hygiene arrest may be warranted.
- Isolate individual as much as possible and maintain supervision at all times
- Contact parent/guardian for student removal with recommendation to seek assessment and treatment, either through pediatrician, community-based mental health provider, mobile crisis team, and/or visit to emergency room if suicidal ideation or safety concern is present.
NOTE: Parent or guardian must be contacted in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide
- If student can be maintained on school grounds, consider contacting Mobile Crisis team (via Lifeline at (585) 275-5151).
NOTE: Family is charged a co-pay/fee when this is used on behalf of a student.

Appendix I – Violence Prevention

You can increase your ability to recognize early warning signs by establishing close, caring, and supportive relationships with students so that you know them well enough to note changes in their behavior patterns. Be aware that one of these signs alone may not be an indicator but one sign may lead you to look for more signs. Try to understand violence and aggression within context (culture/family background) avoid stereotypes, view warning signs within a developmental context, and understand that a child may typically exhibit multiple signs.

Early Warning Signs for Students at Risk:

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Having been a victim of violence
- Feelings of being picked on and persecuted
- Low interest in school/poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Impulsive or chronic hitting, intimidating, and bullying
- History of discipline problems
- Past history of violent/aggressive behavior and/or violence toward peers
- Intolerance for differences/prejudices
- Drug and/or alcohol use
- Caregivers have a history of drugs/alcohol involvement
- Peer group reinforces antisocial behaviors
- Learned attitudes accepting aggressive behavior as normal and effective in solving problems
- High level of violence in the home, neighborhood, or media
- Poor attendance and numerous school suspensions
- Affiliation with gangs
- Difficulty with social skills and poor peer relations
- Easily influenced by others/tendency to copycat
- History of parental rejection, inconsistent discipline and lack of supervision
- Difficulty controlling impulses and emotions
- Inappropriate access to, possession of, and use of firearms
- Serious threats of violence
- Poor personal hygiene
- Cruelty to animals
- Setting of fires
- Lack of remorse or empathy others

Imminent Warning Signs:

- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage for minor reasons

- Detailed threats of lethal violence
- Possession and/use of firearms and other weapons
- Self-injurious behaviors or suicide threats/expressions of hopelessness
- Irrational beliefs and ideas
- Verbal, non-verbal, or written threats or intimidation
- Fascination with weaponry/bombs and/or violent acts
- Expression of plan to hurt self or others
- Externalization of blame
- Unreciprocated romantic obsession
- Fear reaction among fellow students or faculty
- Drastic changes in belief systems
- New or increased stress at home or school
- Inability to take criticism
- Feelings of being victimized
- Intoxication from alcohol or drugs
- Violence toward inanimate objects
- Steals or sabotages projects or equipment
- Lack of concern for the safety of others

If you suspect that one of your students is exhibiting signs or is at risk of violence, contact your supervisor immediately.

Monroe 2-Orleans BOCES has a Threat Assessment Plan in place that can be activated to address related issues.

Appendix J – Bomb Threat Report Data Sheet

Date: _____

Time: _____

Your name: _____

Position: _____

Phone: _____

Exact wording of the threat:

Questions to ask:

1. When is the bomb going to explode?

2. Where is the bomb 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? Why?

7. What is your name and address?

Threat Information:

Gender of caller: _____

Race of caller: _____

Age of caller: _____

Length of call: _____

Number at which threat call was received:

Number from which threat call was made:

Threat Language:

___ Electronic ___ Foul language

___ Incoherent ___ Irrational

___ Taped ___ Well-spoken

___ Other _____

Caller's voice:

___ Accent (type): _____

___ Angry ___ Calm

___ Crying ___ Deep-breathing

___ Disguised ___ Excited

___ High-pitched ___ Intoxicated

___ Loud ___ Low-pitched

___ Nasal ___ Slow

___ Soft/whisper ___ Stutter

___ Other _____

Background noises:

___ Animal(s) ___ Airplanes

___ Cell phone ___ Factory noises

___ House noises ___ Music

___ Static ___ Traffic

___ Voices (describe) _____



Monroe 2-Orleans BOCES

PANDEMIC PLAN

**Updated
June 2, 2020**

Defining the Plan

According to the World Health Organization (WHO) pandemic is a world wide spread of a new disease. (Feb 2020 WHO website)

Influenza pandemic occurs when a new influenza virus emerges and spreads around the world. Most people have no immunity.

The Purpose of the Guide

The purpose of this document is to assist in managing the impact of an influenza, pandemic or other Department of Health reportable illness, if one should transpire, that affects the BOCES 2. This document focuses on two main strategies which include:

- Sustaining educational functions.
- Reducing the spread of the illness within school facilities.

This guide provides procedures to address:

- Communication to schools from external sources regarding a pandemic illness and internal communications within the school.
- Activities to reduce the spread of the illness:
 - Reducing the risk of infected persons entering BOCES 2 Schools, including: students, staff and all visitors.
 - Student spacing – reducing person-to person interactions.
 - Social distancing – reducing or postponing school events or activities.
 - Cleaning and disinfecting school facilities.
 - Educating parents/students/staff to address potential concerns.
 - Address those students/employees that may become ill while at school as well as those who may have been exposed to a virus.

Prevention

- Disseminating information regarding:
 - Prevention strategies.
 - Other public health guidance provided by governmental agencies.

- Maintaining School Functions:
 - Identify essential staff and school functions.
 - Plan for absenteeism of students and/or staff members.
 - Communicate to parents/guardians/students/staff.
 - Education for employees/students/parents/guardians regarding the pandemic.

The District-Wide Health & Safety Committee

Management of Operations

- The District-Wide Health & Safety Committee and District Superintendent/designee, including Nursing Department Chairperson/designee and Occupational Health Nurse will be responsible for the pandemic plan.

- The Communications Manager will be responsible for communications as directed by the District-Wide Health & Safety Committee.

- If necessary, the District-Wide Health & Safety Committee will be assembled. This team will be responsible for the implementation of the pandemic plan.

- If necessary, the District Superintendent/designee may initiate an Incident Command Center at the ESC Building to manage the pandemic plan. The command center will collaborate with the BOCES 2 Physician, the Monroe County Health Department, Component Districts and other local, county and state agencies.

- Planning by the District-Wide Health & Safety Committee will include input from the BOCES 2 Physician and the Nursing Department Chair/designee, Occupational Health Nurse, teachers, administration, parent representatives and other members of the community as appropriate.

- The District-Wide Health & Safety Committee will review the local emergency response and public health plans. The review of the District's communicable disease policies and procedures will be completed by the Chief Emergency Officer, BOCES 2 Physician and the BOCES 2 Nursing Department Chair/designee and Occupational Health Nurse.

- The necessary Personal Protective Equipment (PPE) will be provided, as available and used as directed by the Monroe County Health Department, CDC, NYSDOH Our communicable disease regulations refers to guidance from NYSDOH & local Health Department.

- All staff absences will be monitored by individual building administration. Any spikes or excessive absences will compiled and sent to the Director of Human Resources.

- The Nursing Department Chair/designee will be responsible for reporting Upper Respiratory Illness (URI) student absences to the District Superintendent's Cabinet.

- Upon notification to the District Superintendent/designee by the Monroe County Public Health Department that a pandemic is occurring, the District-Wide Health & Safety Committee will:

- * Set up prominent notices at all facility entry points advising students and visitors, not to enter if they have Upper Respiratory Illness (URI) like symptoms or other identified criteria.
- * Educate employees, students, parents and visitors on how to stop the spread of the virus by disseminating the appropriate information to each school. The information will then be placed in conspicuous places (including entrances, bulletin boards, meeting rooms and restrooms). Notices should contain hygiene information regarding hand washing, cough and sneeze etiquette and student spacing.
- * The district website will be used for periodic health updates and advisories. Connect Ed will be used as warranted to process rapid notifications to staff and families in the community.
- * The Monroe 2 BOCES Director of Operations & Maintenance, in cooperation with the Nursing Department will take measures to ensure the presence of PPE & hygiene related supplies, for employee and student use and OSHA approved cleaning supplies for employee use.
- * Decisions on how and when to operate the school system with a significant shortage of staff and students will be made by the District Superintendent/designee. Such a decision will be made in conjunction with the Monroe County Health Department, the NYS DOH, Centers for Disease Control, the Component School Districts and the Monroe 2 BOCES Nursing Department Chair/designee when appropriate. These decisions may also consider alternatives such as staggered school times, changes to busing and telecommunications. Criteria for

implementing containment measures, such as but not limited to cancelling of events and other mass gatherings, will be determined by the District Superintendent/designee in collaboration with local, State, and Federal guidelines.

- * Procedures to assure continuity of instruction will depend on the variables of the pandemic event. Alternative methods of instruction may include web-casts, e-mail, television or radio broadcasts or other alternative methods. In some cases, a decision may require prolonged school closure and complete postponement of instruction until a later date, such as during previously scheduled vacations. Each BOCES 2 instruction site has formulated continuity of instructions plans to be included in each of the sites Emergency Response Plans (ERP).

Communication for Schools

- * Monroe 2 BOCES has aligned its pandemic plan with the Monroe County Health Department, as well as the Federal and New York State Department of Health and Human Services and the Centers for Disease Control. Pandemic guidance will be consistent with these agencies' recommendations in order to coordinate an appropriate response and to avoid causing unnecessary concern.
Key features include: Working closely with the Monroe County Health Department and establishing communications mechanisms among BOCES 2 School Personnel, Component School Districts and with the community at large.
- * The primary communication channel will be the Monroe County Public Health Website located at <http://www.monroecounty.gov/health-index.php>. Specific information for schools will also be made available both through the aforementioned website and through the Monroe 2-Orleans BOCES Website.
- * The District Superintendent/designee and/or Communication Group Manager will act as spokesperson(s) for the district. Communication channels will be used according to the nuances of the pandemic which may include: website information, school and district newsletters, e-mail and the district's automated telephone message system (Blackboard Connect). All staff will be advised to refer outside media inquiries directly to central office. Scripts for building office staff, nursing, and teaching staff will be provided when appropriate for a consistent message to be given out to everyone.

- * Communications to employees will be placed in each individual school emergency plan. The Building Administrators will advise the employees in advance where to find up-to-date and reliable information about pandemics. While efforts will be made to inform staff in a timely fashion of all new developments, during actual outbreaks and especially during high district level problem-solving that may take time, minor communication delays may occur. Building Administrators will remind staff that they should only regard official district communications as valid and that patience by all may be required and will be appreciated.
- * Upon authorization of the District Superintendent/designee, communications will be made via the district's automated telephone message system, e-mail, and/or the Monroe 2-Orleans BOCES website, www.monroe2boces.org.
- * The Communications Manager will provide links to the Monroe County Health Department website, the Federal and the New York State Department of Health and Human Services, and the Center for Disease Control that will be disseminated via e-mail and/or the BOCES 2 website www.monroe2boces.org.
- * The Nursing Department Chair/designee and Occupational Health Nurse, in cooperation with the Communications Manager, will provide educational communications regarding best health care practices and community resources related to specific pandemic.
- * The District Superintendent/designee will provide communications regarding school policies for employee's compensation and sick leave absences, mandatory exclusions, and enforcement that may be unique to a pandemic.

Reducing the Spread of Illness

- * The dissemination of information pertaining to the district's Pandemic Preparedness and response plan will be made available on the BOCES 2 website.
- * The district will have rapid and accurate communications. Communications will strive to reduce panic and address the potential for fear and anxiety that the students and/or families may have as

a result of rumors or misinformation.

- * To the greatest extent possible, the BOCES 2 will disseminate information for parents about the potential impact of a pandemic on school functioning. Families will be advised at the start of each school year to have a family emergency plan in place for childcare and intra-family communication in the event of prolonged school closure, as well as to keep the district accurately informed of all emergency contacts as they may change over the year.
- * To the greatest extent possible, the district communications will be culturally and linguistically appropriate to meet the needs of all students/families.
- * The Nursing Department Chair/designee will compile a list of medically fragile students. In the event that the illness spreads, these families will receive verbal and/or written notification.

Student Spacing (social distancing)

Student spacing refers to use of physical distance among students and exposure time among individuals to reduce the spread of illness between people. In the event of a pandemic, BOCES 2 will distribute education and guidance on student spacing to all staff, students and parents according to CDS Guidelines.

Where possible, please consider the following student spacing strategies:

- Spacing student's desks / work surfaces
- Limiting group activities and interaction between classes.
- Creating an isolation room adjacent to, or in close proximity of the health office to maintain symptomatic students, while awaiting transportation home.

School Cleaning

- * Frequent and routine cleaning will remain a best practice. BOCES 2 will follow the local, state, and federal guidelines for cleaning practices during a pandemic outbreak. Specialized cleaning solutions may not be necessary. Therefore, standard cleaning products and soap and water may be adequate to disinfect most surfaces. OSHA approved products will be used according to manufacturer's instructions to ensure adequate amounts of appropriate drying periods are followed.

- * Appropriate ventilation, such as opening windows, to the facility will be used to ensure a clean learning atmosphere.
- * The Director of Operations & Maintenance will establish a schedule for cleaning and changing filters of the heating/air conditioning systems. This should occur more frequently during a pandemic.
- * To the greatest extent possible, staff will be advised not to share telephones. If it is essential that they are shared, they should be disinfected and use approved cleaning solutions always maintaining good hand hygiene.
- * Details regarding cleaning solutions can be found located on the fact sheets at the Monroe County Department of Health Website.

Educating Students/Staff/Parents to Inform and Address Concerns

It is likely there will be anxiety regarding the pandemic influenza, and this may contribute to increased absenteeism and/or increased distress to students, parents and staff. Suggested methods to address this include:

- * Educating those involved in the BOCES 2 preparedness and ongoing management efforts.
- * Provide timely updates to students, parents, teachers and other relevant parties.
- * During a pandemic, continue to educate staff, students and parents regarding the progress of the pandemic, its avoidance, and its effects.
- * As needed, work with local resources and local public health officials to assure support mechanisms are readily available. (For example: counselors, mental health, social services and faith based resources.)

Managing Illness in Staff, Students or Visitors

- * The Building Administrators, based on central office guidance, will post information on what to do if people get sick while at school.
- * BOCES 2 Administration, in conjunction with the Communications Manager, will inform staff and students regarding symptoms of the illness.

- * The BOCES 2 Physician in collaboration with the Nursing Department Chairperson/designee & Occupational Health Nurse will review and approve BOCES 2 Infection & Exposure Control Manual for managing suspected or confirmed illness, including identification criteria, infection control, personal protective devices, and exclusion criteria.
- * If a student becomes ill or if someone observes that another person is exhibiting symptoms of URI at school, staff will direct the student to the health office for evaluation and when indicated by the school nurse, ensure that the ill person leaves the school as soon as possible, and does not return until the exclusion period has been lifted. Ill students should wear a mask, as tolerated and wait in the isolation room until dismissed or picked up from school.
- * To the greatest extent possible, the transportation of ill students will be done by a parent and/or guardian. If the student is transported by a bus, a mask should be worn by the effected student, as tolerated.
- * Parents of ill students will be directed to seek medical care. The BOCES 2 Physician and/or School Nurse Practitioner will advise nursing staff on complicated cases, following the recommendations of the Local County Health Department.
- * Staff that become ill while at work will, immediately don a mask and proceed with self-isolation. They will contact their supervisor and they will leave their worksite as soon as possible.
- * Parents and/or students, as well as staff members, will adhere to guidelines set forth by the Monroe County Health Department regarding standard baselines for staying home and when they may return to school. Supervisors and Building Administrators working in cooperation with teaching and nursing staff will enforce mandatory exclusions.
- * The Nursing Department Chair/designee will report early dismissal and/or absence to NYSDOH, local DOH, and/or designated reported entity, on a daily basis as requested

Continuity of Operations

The BOCES 2 Business Continuity Plan will be utilized should it be required during a pandemic.

Required Personnel

- * All district-level administrators – to assist with communication, work with other agencies and plan accordingly.
- * All Building Administrators – to assist with communication, building guidance and enforcement, and planning with district level administration.
- * Secretarial staff – to assist in carrying out the plan of action as directed by the district office and building administrator.
- * All Operations & Maintenance staff members – to ensure a safe, clean environment.
- * All nursing staff members – to assist in planning and promoting safe and healthy environments; to identify and manage staff and student illness; to assess, stabilize, and triage individuals with URI, and to assist the Building Administrators in enforcement of mandatory exclusions.
- * All budgetary and payroll issues that arise due to a pandemic will be addressed according to state and federal law, school district policy and the idiosyncrasies of the pandemic.

Alternative Education Methods

Monroe 2 BOCES reserves the right to educate children based on the details of the pandemic.

Alternative modes of education may be delivered by: web-based learning, e-mail, television/radio broadcasts and/or U.S. Postal Service. Alternatively, postponement of instruction with make-up sessions over previously planned vacations may be required based on local, state and federal guidance, as well as the feasibility of extended out-of-school instruction.

School Pandemic Maintenance

- * The District Pandemic Plan will be reviewed and revised annually by the District-Wide Health & Safety Committee
- * The plan will be tested periodically. Relevant agencies, such as the Monroe County Health Department, may be involved in the test.

Appendices

1. Instructional

- Career Technical Education (CTE)
- Westside Academy
- Exceptional Children
 - Exceptional Children Learning Center / ADL House
 - Ridgecrest Academy
 - Exceptional Children Westview
 - Village Plaza
 - Paul Road Transition
- Center for Workplace Development (CWD)

2. BOCES 4 Science

3. Business

4. HR

5. CaTS

6. Communications

7. Operations and Maintenance

Instructional

Career Technical Education- CTE

CTE Emergency Response Plan Annex

Pandemic Plan

Stage: Preparations before confirmed case/LEVEL 1 (*Actively Monitoring-No Cases locally*)

- Staff reminded to go home/stay home if sick
- Staff and students encouraged to use good infection control practices, proper hand washing live demonstrations by CNA students and staff, proper hand washing video shared across department
- Education about proper use of masks
- Reviewed O&M cleaning and disinfecting practices and schedule for improved collaboration
- Hand sanitizer and disinfecting wipes made available across the department
- Isolation room identified (Main Conference Room)
- Staff asked to consider social distances if/when appropriate or possible without causing unnecessary concern
- Lists compiled of all upcoming events/activities beyond classroom instruction
- Events/activities reviewed on a case-by-case basis
- Staff encouraged to consider creative WBL activities as alternatives to external activities
- Staff encouraged to review instructional technology options and consider expanded use (Schoology, Remind App, P drive), implementation support offered by Instructional Specialists and colleagues with extensive experience using the technology
- Staff asked to expand sub plans and collaborate with colleagues so student cohorts can be merged if necessary
- Staff encouraged to review curriculum maps and consider units/lessons requiring less lab/application in case on-line learning is necessary
- Staff surveyed to determine computer and internet access at home, laptops prepared and sent home on Friday with staff lacking technology at home
- Staff advised to know passwords and confirm access to resources for use at home, email with Technology Tips shared across department
- Staff asked to review steps necessary to close classrooms for extended periods of time and communicate concerns with administration
- Attendance secretaries (student and staff) asked to alert administration to increased absences or clusters
- Office staff asked to review daily and weekly tasks and confirm that a colleague is cross-trained on all necessary tasks
- Staff advised to update contact information with HR for communication purposes (especially if they did not receive notification about the recent snow day)
- Staff encouraged to process direct deposit request

Communication with families who opted out of hand sanitizer use at start of school year to confirm desire to continue opt out

- Agency-wide communication to families

Stage: Strategies for single or minimal confirmed case(s)/ LEVEL 2 (*Containment-Cases identified locally*)

- Level 1 practices continue
- WBL activities in large healthcare facilities cancelled
- Classrooms in healthcare facilities/public facilities relocated to main campus
- WBL group activities (field trips, competitions) cancelled for a 2 week window
- Planned events with large numbers expected (Craft and Vendor Show, ProStart Competition) cancelled for a 2 week window
- Remaining WBL considered on a case by case basis
- If one or a few students are impacted, we will use our existing process for Long Term Suspended and/or Medically Absent students. Work will be provided through electronic means and/or courier where necessary

Stage: Outbreak in school/high number of students and staff affected/LEVEL 3 (*Mitigation-Confirmed Cases among students/staff*)

- Level 1 and Level 2 practices continue
- Merge classrooms/cohorts if necessary
- Review remaining WBL activities, events reviewed and cancelled as necessary
- Modified instruction available through instructional technology and/or distance instruction
- Hard copy units/lessons provided to students without necessary technology at home

Westside Academy

Westside Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers are all prepared with distance learning and online resources to teach, including using Zoom
- All students have emails and logins for all instructional materials
- Students have given / shared with us, through a form, their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Counselors and Related Service are prepared to communicate with all students if there is an outbreak through Zoom and Phone calls
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Ensure students have appropriate vaccination.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, we will use conference room #15 from the nurse's office as a potential place of isolation, until their parents are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-entered.
- Determine process for re-opening schools or reconvening students • Follow policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Westview

Westview Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room across from the nurses office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.

Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Ridgecrest Academy

Ridgecrest Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse will give a hand washing training to all 8:1:2 and 6:1:2 students. Students in 6:1:1 classrooms will watch a video on proper hand washing during Science class.
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Reconfigure seating in classrooms to insure optimal spacing.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers will extend how far their sub plans go out in case they become ill and are out of the building for an extended period of time.
- Encourage any staff that hasn't to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Review policies and practices related to handling animals in school or on field trips.
- Ensure students are appropriately vaccinated.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms we will use the sensory regulation room as a potential place of isolation, until their parents are able to pick them up from school or we are able to send them home in a car service.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24 hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with LDOH/DOH when a case or cases are known so that close contacts and sources can be identified. You can expect to help LDOH/DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness

- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re
- Determine process for re-opening schools or reconvening students • Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Paul Road Transition

Paul Road Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the student calm room across from a the nurses office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness

- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Rochester Tech Park

Rochester Tech Park Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room (next to Shannon Alvarado's office) and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness

- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Village Plaza

Village Plaza Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the staff break room across from a restroom and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness

- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Center for Workplace Development- CWD

CWD Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Post information related to preventative measures throughout CWD.
- Encourage students and staff to engage in effective preventative practices.
- Reinforce routine cleaning and sanitation practices.
- Develop response plan for +600hr job training programs (Dental Assistant, Medical Office Assistant, HVAC/R)

****COVID-19 SPECIFIC PLAN****

- Program suspension approved (3/12/20) by COE, NYSED, and USDOE
 - Length of suspension defined organizationally through Monroe 2-Orleans BOCES.
- Financial Aid calculations will need to be re-run with appropriate dates and other considerations as outlined by USDOE.
- Notify COE Advisory Boards of program changes and any business partner who may be anticipating internship starts.
- Notify COE and NYSED of program disruption and projected re-start date.
- Consider restructuring specific job training program calendars to prepare for outbreak (i.e. Nurse Assistant, Phlebotomy)
- Ensure instructors have current contact information for students.
- Send email to staff regarding checking voicemails from home.

Single Case (What are we doing when there is a confirmed case)

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Advise staff and students that are sick to stay home from work/class.
- Create a revised attendance policy in event of outbreak
- Increase social distances within classroom and office settings.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean all CWD offices and classrooms
- Determine who the staff/student was in direct contact with since symptoms were observed.
 - Begin conducting active screenings for illness in office.
- If single case occurs at RTP, coordinate with CTE partners to explore relocation options.
- Consider cancelling Literacy and ESOL courses until further notice.

Outbreak in School

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Adopt revised attendance policy.
- Suspend all Literacy, ESOL, Nurse Assistant, and Phlebotomy and Continuing Education programs until further notice.

- Suspend all non-essential programming and consider executing essential functions remotely.
 - General email accounts monitored by Linda Rice and Nicole Carpenter.
 - Main phone line message posted indicating closing and direct caller to CWD website for current information.
- Adopt response plan for +600 hour job training programs – Outlined in Preparation Stage.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean CWD Offices.
- Monitor main phone line messages, and inquiry emails submitted through CWD website.

Epidemic (What are we doing when many students and staff are infected)

- Follow all guidelines communicated through Monroe 2-Orleans BOCES,
- Follow all protocols outlined during Outbreak
- Develop re-entry plan
 - Cleaning protocol
 - Communication plan to students/staff

Critical Considerations:

Essential Function	Person Responsible	Technology Needs
Financial Aid	Mike DiPasquale	BOCES laptop / VPN
Payroll	Nicole Carpenter	BOCES laptop
Attendance (Only for Distance Learning)	Nicole Carpenter	BOCES laptop / XenDirect
Monitor main phone line / 1 st level response to website inquiries	Angela Capobianco (Nicole Carpenter/Linda Rice)	None

- Kryterion Testing needs to be postponed following guidelines listed above.
- Prometric Testing – Is any scheduled in the next 2-4 months?
- Program reporting – What State/Federal reports are coming due in the next 2-4 months?
- IPEDS
- CTEDS
- Consider mail delivery – Do we have Post Office hold mail? Do we have it redirected to ESC/CTE? Do we utilize essential personnel to handle incoming mail?

BOCES 4 Science

BOCES 4 Science Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Cleanliness: Personnel are reminded to:
- Wash hands regularly and for at least 20 seconds with warm water
- Use Monroe 2-Orleans BOCES provided hand sanitizer – particularly when transitioning between various tasks or when in common area (i.e. breaking down ESP kits)
- Clean personal work areas with Monroe 2-Orleans BOCES approved cleaning supplies (wipes, etc...) multiple times throughout the day in addition to regular and “deep” cleaning conducted by O & M personnel. Note: O & M will provide cleaning supplies approved for use at Monroe 2-Orleans BOCES.
- Increase social distances – including at workspaces and during breaks
- Stay home when sick – particularly when exhibiting symptoms consistent with COVID-19

Communication:

- Regular updates through weekly meetings at BOCES 4 Science, the Monroe 2-Orleans BOCES website, email, hard copy documentation, or other methods as appropriate
- Multiple posters are posted at entrances and throughout the building with information regarding COVID-19 and preventative measures
- Education regarding cough/sneeze etiquette
- Review of practices related to live materials at BOCES 4 Science
- Opportunities to meet with the BOCES 4 Science Director or Assistant Director to ask questions or clarify released information

Confirmed Cases (Single Case, Outbreak in School, Epidemic):

- Instructional: Professional Learning, Training, and Coaching
- In the event that Instructional Personnel are absent due to infection, then BOCES 4 Science will aim to, when possible:
- Support learning opportunities with other personnel – including administrative staff and other instructional staff part of the BOCES 4 Science Team (from Monroe 1 BOCES, WFL BOCES, or GVEP)
- Engage in digital learning opportunities via Zoom (or other digital communication)
- Reschedule learning opportunities
- Cancel (as a last option)

Students: BOCES 4 Science has 3-5 Work Based Learning Students. In the event that a student is exhibiting signs of COVID-19, he/she will use the office of the Director of BOCES 4 Science as an isolation room until the student can be transported back to his/her home district. At that point, O & M will be informed and will plan for a deep clean of the office.

Business/Internal Operations:

- In the event that Kit Processors and/or Stock Clerk/Couriers are absent due to infection, BOCES 4 Science will aim to continue production and shipping of resource kits to districts, when possible, by:
- Reorganizing Stock Clerks/Couriers and/or Kit Processors to support production and shipping of resource kits:
- This may include using Stock Clerks/Couriers to produce resource kits and Kit Processors to assist with shipping
- In the event that many staff are absent due to infection, then professional and office staff will support kit production and shipping as necessary
- In the event that Office Staff are absent due to infection, administrative staff (including the Director of BOCES 4 Science, Assistant Director of BOCES 4 Science, Production Manager, etc...) will support clerical functions including, but not limited to:
 - Supporting districts throughout the process to lease kits
 - Routine communications with district representatives and BOCES 4 Science staff
 - Purchasing materials and supplies
 - Note: BOCES 4 Science continues to cross-train personnel to support clerical functions

Pandemic:

- In the event that the infection is widespread and most or all BOCES 4 Science staff members are unable to work then most operations will need to discontinue until such a time as staff members can return to work
- Note: Resource kits cannot be produced and many internal computer systems cannot be accessed at home (programs specific to Inventory, Scheduling, and Production)
- Note: The Director of BOCES 4 Science and Assistant Director of BOCES 4 Science will be available to support digitally from home as necessary – including, but not limited to, communicating with staff, district representations, and supporting the Monroe 2-Orleans BOCES District Continuity of Operations

Business/Finance

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
- Payroll - Banking
- Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
- Cash Flow – Billing and Receivables
- Purchasing of Emergency Items
- 20-21 Budget – Changes from District Final Requests
- Workers' Compensation
- Essential Personnel have remote access to WinCap and banking as identified
- Cross training exists for critical functions

Single Case - Business as Usual

- Building Closed (Other than ESC) – Business As Usual

Epidemic/Pandemic

- BOCES Closed
 1. Payroll – Banking
 - Every 2 weeks, 2 people, 2 hours
 - Remote/On-Site as needed
 2. Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
 - Weekly, 1 person, 1 auditor
 - Invoice processing, Check printing and ACH payments
 - Internal Claims Auditing
 - On-Site as needed
 3. Cash Flow – Billing and Receivables
 - In-coming checks can be posted and deposited remotely but need access to mail. Both remote and on-site necessary.
 - Billing is On-Site as needed
 4. Purchasing of Emergency Items
 - Review credit card limits for key personnel - increase where needed
 - PO processing for emergency items – can be done remotely
 5. 20-21 Budget – Changes from District Final Requests
 - Alert departments when certified budget requests are received
 - Budgets can be updated and balanced remotely

6. Workers' Compensation

- Payment entry of awards of compensation
- Processing of indemnity payments must be done on-site minimum 1x per week
- Processing of mail, batching & processing on site as needed
- Processing of prescription medication
- In-house counsel able to attend virtual hearings remotely

Human Resources- HR

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
 - Run payroll
 - Print live paychecks and distribute them
 - Print paystubs and distribute them
- Identify Essential HR Staff
- Ensure necessary staff have remote access to WinCap
- Ensure cross training exists for payroll functions

Single Case

- Business as usual

Building Closed (Other than ESC)

- Business as usual

Epidemic/Pandemic

- BOCES Closed but ESC Building Open
 - Business as usual
- BOCES Closed and ESC Building Closed
 - Payroll to be run remotely
 - Direct deposit not affected
 - Paychecks can only be printed and distributed if payroll staff can access ESC
 - Paystubs can only be printed and distributed if payroll staff can access ESC

Communication and Technology Services- CaTs

CaTS Emergency Response Plan Annex

Technology – To provide support to the organizational technology infrastructure so key functions can operate effectively

Assumptions

1. Internet is operational
2. Power and Gas functioning
3. Telephone services operational
4. Roads open for travel

Support Scenarios

1. High Absentee Rate – staff and students – school remains open - CaTS staff will continue to respond to customer requests as needed

- As CaTS staff are impacted by illness/absent, remaining resources/staff will focus on highest priority requests and supporting critical functions

- Critical Functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet connectivity (IEP Direct/Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)
- viii. SchoolTool

2. Schools Closed

- CaTS staff will be on call to provide support to the following critical functions as needed

- Critical functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet Connectivity (Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)

Communications

Communications Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Single Case (What are we doing when there is a confirmed case)

- Work with administration to coordinate appropriate communication in conjunction with local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Before an outbreak occurs

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

During an outbreak

- Work with administration to continue to share the latest information from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

After an outbreak, schools and districts should:

- Work with administrations and local health officials to development consistent messages to share with the public through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Operations and Maintenance – O/M

O/M Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- O&M building cleaning staff are reminded of proper PPE's as they perform their scheduled cleaning routes.
- Staff will prioritize disinfecting all Restrooms, Classrooms and Common areas. Using approved cleaning supplies made available by O and M department.
- Alert Barb Swanson if there is a spike in staff absenteeism.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, O&M department cleaning staff will complete a deep clean (disinfecting) of the classroom, along with room where student was placed until dismal.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Continue to utilize cleaning practices as defined by contract and ISSA standards.

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school
 - Increase social distances within the school environment
 - Adapt attendance policies
 - Consider early dismissals
 - Develop a flexible schedule for essential personnel
 - HVAC mechanic has capabilities of reviewing and adjusting HVAC conditions and set points off site.

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can reopened
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with staff, and management on schedule for re-cleaning of building.



Building-Level Emergency Response Plan

Communications and Technology Services (CaTS)

3625 Buffalo Road, Gates, NY 14624

2023-2024

DISTRICT OFFICE EMERGENCY RESPONSE PLAN
FOR OFFICIAL USE ONLY
NYS BLS ERP version1 – 7/2023

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THE BASIC PLAN

1. Introductory Material

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school/site shall have a Building-Level Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school/site safety personnel and other school/site personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The Building-Level Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the school/site ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

The following table includes names and titles of the Building-Level Safety Team members. The table may be expanded as needed to include all members.

Name	Title/Department	Ph. Number
Dawe, Stephen	Communications Manager	349-9066
Fagan, Lucy	Assistant to the Assistant Superintendent	349-9060
Miller, Raymond	Supervising Manager, CaTS	349-9050
Valder, Ron	Warehouse Clerk	349-9035

Various agencies and services are involved in responding to school/site incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School/site ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school/site. If Memorandum of Understandings (MOU) is created, a copy shall be maintained in Appendix D. Advanced planning should specify the type of communication and services provided by one agency to another.

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the Building-Level Emergency Response Plan and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within 30 days of adoption.

New York State Police
Headquarters – Field Command
Attn: Safe School/sites NY
1220 Washington Avenue, Building 22
Albany, NY 12226
Or by email to: info@safeschool/sites.ny.gov

Building-Level Emergency Safety Plans are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Record of Distribution

Copies of the Emergency Response Plan, including appendices and annexes are recommended to be distributed to your Building-Level Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the District Superintendent and any other persons deemed appropriate by the Building-Level Safety Team.

Distribution of the ERP shall be recorded in the following table:

Agency	Receiving Party	Date
Monroe 2-Orleans BOCES Emergency Officer	Douglas Comanzo	
Monroe County Sheriff's Office	Captain Pat Rojas	
Gates Police Department	Chief Robert Long	

Plan Review and Updates

8 NYCRR Section 155.17 (b) requires the Building-Level Safety Team to review its Emergency Response Plan annually and update it by July 1 as needed.

Each update or change to the plan shall be recorded in the following table.

Revision/Update/Amendment	Name	Date

2. Purpose and Situation Overview

School/sites are exposed to many threats, hazards and vulnerabilities. All of these have the potential for disrupting the school/site community, exposing students/staff to injury and causing damage to public or private property.

Building-Level Safety Teams shall complete thorough threat assessments to identify circumstances in the school/site or near campus that may present unique problems or potential risk to people or property.

The interior and exterior portions of all school/site buildings, school/site grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff and students.

Develop Threat and Hazard-Specific Annexes to address each identified threat/hazard from your assessment. Included in the Threat and Hazard-Specific Annex section are examples of formats you may utilize while developing these annexes.

The table on the following page provides a list of potential threats that school/sites should consider when conducting a threat/hazard assessment.

Threat and Hazard Type	Example
Natural Hazards	<ul style="list-style-type: none">• Earthquake• Tornado• Lightning• Severe wind• Hurricane• Flood• Wildfire• Extreme temperatures• Landslide or mudslide• Winter precipitation• Wildlife
Technological Hazards	<ul style="list-style-type: none">• Explosions or accidental release of toxins from industrial plants• Accidental release of hazardous materials from within the school/site, such as gas leaks or laboratory spills• Hazardous materials releases from major highways or railways• Radiological releases from nuclear power stations• Dam failure• Power failure• Water failure
Biological Hazards	<ul style="list-style-type: none">• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis• Contaminated food outbreaks, including Salmonella, botulism and E. coli

Adversarial, Incidental and Human-Caused Threats	<ul style="list-style-type: none"> • Toxic materials present in school/site laboratories • Fire • Active shooter • Criminal threat or action • Gang violence • Bomb threat • Domestic violence and abuse • Cyber attack • Suicide
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Planning Assumptions and Limitations

Stating the planning assumptions allows the school/site to deviate from the plan if certain assumptions prove not to be true during operations. The Building-Level Emergency Response Plan is established under the following assumptions:

- The school/site community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school/site affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school/site property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school/site to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the Building-Level ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school/site’s readiness to respond to incidents.

3. Concept of Operations

The overall strategy of a Building-Level Emergency Response Plan (ERP) is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school/site generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school/site will be delegated the authority to direct all incident activities within the jurisdiction of the school/site. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander.

8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System. This chain of command shall be documented in the table included in Appendix B.

Initial Response

School/site personnel are likely to be the first on the scene of an incident in a school/site setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (police, fire or EMS). Staff will seek guidance and direction from the school/site district and emergency responders.

Any staff or faculty member who sees or is aware of an emergency shall activate the ERP.

4. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions. The included titles and responsibilities are for illustrative purposes and should be edited to meet the needs of your school/site as necessary.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school/site relies on other key school/site personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with their role and responsibilities before an incident occurs.

Principal

The principal or their designee will serve as the Incident Commander and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this Emergency Response Plan (ERP)
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Keep the District Superintendent informed of the situation

Teachers, Substitute Teachers and Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff and other individuals
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander
- Obtain first aid services for injured students from the school/site nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved
- Render first aid or CPR if certified and deemed necessary

Teaching Assistants and Aides

Responsibilities include:

- Assisting teachers as directed
- Actions to ensure the safety of students

Counselors, Social Workers and School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School/Site Nurse and/or Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians and Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school/site
- Execute assignments as directed by the Incident Commander

Principal's Secretary and Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school/site records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Bus/Van Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

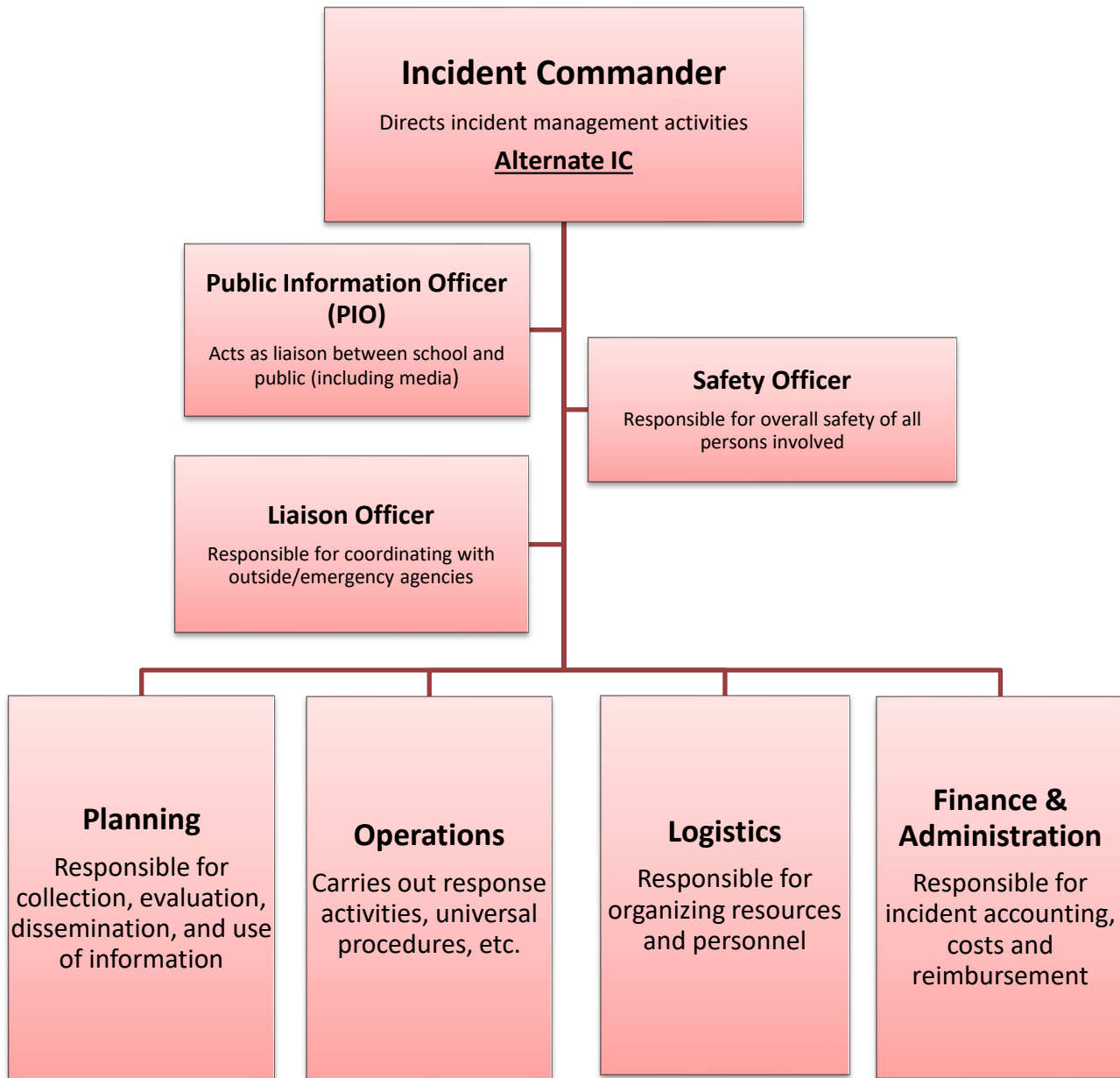
- Encourage and support school/site safety, violence prevention and incident preparedness programs within the school/site
- Participate in volunteer service projects for promoting school/site incident preparedness
- Provide the school/site with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the school/site or district

5. Direction, Control and Coordination

School/Site Incident Command System (ICS)

To provide for effective direction, control and coordination of an incident, the Building-Level Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS).

Staff members are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The school/site ICS is organized as follows:



See Appendix B: Incident Command System for a listing of individuals designated to fill the Command Staff roles.

School/site Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

A. Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/ Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

B. Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

C. Planning Section

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities

D. Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school/site and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

E. Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school/site records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

Coordination with Responders

The Building-Level Emergency Response Plan (ERP) may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school/site. The agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school/site Incident Commander to a responding agency will occur.

Source and Use of Resources

The school/site will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school/site establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

See Appendix D: Memoranda of Understanding (MOU).

6. Information Collection, Analysis and Dissemination

The school/site will collect, analyze and disseminate information during and after an incident.

Types of Information

During an incident, the school/site will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school/site will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school/site will also monitor the school/site district information portal, to determine any information pertinent or critical to the school/site's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

7. Training and Exercises

The school/site understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school/site personnel and community responders are aware of their responsibilities under the Building-Level Emergency Response Plan (ERP), the following training and exercise actions should occur.

Training

All school/site staff, students and others deemed appropriate by the school/site should receive training during the school/site year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school/site year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency.
- Annual training
 - Review ERP with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
 - Conduct student briefings on roles they perform during an emergency (if applicable)

Drills and Exercises

At a minimum, the school/site will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school/site year.
- 8 NYCRR Section 155.17 (e)(3) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

- One lockdown drill – announced (first marking period)
- Three lockdown drills – unannounced (following first announced drill)

Lockdown drills will be conducted internally to ensure that school/site staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated safe areas within each room. Where possible, the school/site should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school/site will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school/site is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill.” This will ensure that all involved recognize that this is a drill and not a real incident. Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service. This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Use this table to document training and drills associated with this ERP including exercising of this ERP and informing faculty and staff of their roles within ICS.

Type of Training/Drill	Date of Training/Drill	Agencies Involved
Building-Level Safety Team Mtg		Monroe 2-Orleans BOCES
Lockdown Drill		Monroe 2-Orleans BOCES
Readiness Check		Monroe 2-Orleans BOCES
Tabletop Drill		Monroe 2-Orleans BOCES
Fire Drill		Monroe 2-Orleans BOCES

8. Administration, Finance and Logistics

Agreements and Contracts

If school/site resources prove to be inadequate during an incident, the school/site will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school/site district and school/site officials. Copies of these agreements are located in Appendix D.

Documentation

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school/site budgets and to share these costs with the Superintendent and BOCES Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school/site operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

9. Authorities and References

The following are State and Federal authorizations upon which this School/site ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe School/sites Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school/site emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to Appendix B for the defined chain of command
- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component

FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School/Site Emergency Operations Plans.

The functional annexes within this section should provide school/sites with a comprehensive set of guides for responding to and functioning during an emergency. Each Building-Level Safety Team should assess and develop annexes to meet the unique needs of each school/site building.

Functional annexes that make up the SHELL acronym provide standard language and procedures, and are intended to be transferable to school/sites statewide and modifications are not recommended.

- Shelter-in-Place
- Hold-in-Place
- Evacuation (required per 8 NYCRR Section 155.17 (e)(2)(i))
- Lock-out
- Lock-down

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school/site comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The Building-Level Safety Improvement Team also recommends that school/sites complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

1. Shelter in Place

Objective

A shelter in place describes a course of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Procedure

- Shelter in place will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring you to shelter in place.
Please stop what you are doing and follow these instructions.
Provide specific incident instructions
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school/site building.
- If issued a two-way radio, take it with you and monitor channel one.
- If the situation is not a threat to the exterior of the building, students between classes or outside of their classroom for other reasons should be instructed to return to their class.

Additional Considerations for Shelter in Place

The Building-Level Safety Team should consider the following when reviewing the current plan or developing new policies and procedures. Add necessary actions appropriate for your response.

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to shelter in place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate annex or annexes as needed.
- Notify all concerned parties when the shelter in place is lifted.

2. Hold in Place

Objective

A hold in place may be initiated if there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires student and staff movement be limited. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Procedure

- Hold in place will be announced by intercom, public address (PA) system, or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring you to hold in place.
Please stop what you are doing and follow these instructions.
Provide specific incident instructions
- Students in hallways, bathrooms or other common areas will return to their classroom
- If the hold in place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All available staff members will assist in maintaining order and accounting for students.
- If issued a two-way radio, take it with you and monitor channel one.
- Remain in position until further instruction is given or remaining in place compromises safety.

3. Evacuation

Objective

This annex focuses on the courses of action that the school/site will execute to evacuate school/site buildings and grounds. Included are school/site policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Procedure

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a public address (PA) system or bullhorn.
- Consider using language similar to this in your announcement:
Your attention please; we need to evacuate the building.
Teachers are to take their students to their designated assembly area.
Teachers take your class roster. Take attendance when safe to do so.
- Call or designate another to immediately call 911 to give notice that the school/site has been evacuated.
- Notify appropriate district staff that an evacuation of the school/site has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate annex or annexes as needed to respond to the situation.
- Designate staff with assigned two-way radios and/or cell phones to assist in evacuation procedures.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school/site by bell system, radio transmission, public address system, designated staff, or bullhorn.

Name	Radio and/or Phone Number
Dawe, Stephen	355-5967
Miller, Raymond	455-9713
Valder, Ron	Radio

Evacuation – Building Only

- Determine evacuation routes based on location of the incident and type of emergency (see floor plans).
- Ensure all locations have designated secondary escape routes
 - Identify escape windows or other means of escape
 - Designate alternate routes
- Evacuate Students/Staff with special needs
 - Identify disabled/wheelchair accessible routes
 - Address needs of other disabilities: autism, visually-impaired, hearing-impaired, etc.

- Student/staff Self-Evacuation: in the event that students find themselves out of the supervision of faculty or staff.
 - Student/staff self-evacuate through nearest evacuation route or exit.
 - Students report to nearest assembly area and nearest teacher/staff. (If applicable)
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area.

Designated Evacuation Assembly Areas (on school/site grounds)

Building, Wing or Location	Evacuation Area
Rear of CaTS Building	Rear parking lot
Front/side of CaTS Building	Northeast corner of parking lot

- Account for all students. Immediately report any missing or injured students to the school/site Incident Commander.
- The greeter shall take the visitor log and student sign-out sheet to evacuation assembly area.

Evacuation – Off School/Site Grounds

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school/site grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building-Level Safety Team determines appropriate off-site evacuation areas prior to an actual incident. Preplan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.
- Notify all assembly areas to evacuate to offsite location.
- Describe the method by which students and staff will get to the offsite location (walk, travel by bus, etc.)

Off-Site Location	Address	Facility Contact
PRIMARY	Westview Building	3635 Buffalo Road Front desk 617-2570
SECONDARY	Westside Academy	3555 Buffalo Road Front desk 617-2550
TERTIARY	Educational Services Center	3599 Big Ridge Road Front desk 352-2400

Evacuation – Outdoors

Building occupants are required to quickly evacuate the building when the fire alarm is activated or there is an announcement to evacuate. One exception to this is if the building is in emergency lockdown and then the fire alarm is activated. This has been used by threatening individuals to encourage those behind locked doors to come out. Deciding to do so is a decision each person will need to make on their own. One rule of thumb is that in such situations if smoke is smelled or fire is observed then attempting to evacuate may be necessary. In some cases a window evacuation may be an option.

Incident Commander Actions:

- Announce the need to evacuate the building.
- Provide additional information as needed.
- Arrange for the main entrance sign in log to be taken to the staging area if no Greeter is on duty at the time of the incident.
- During inclement weather decide if staff and students will evacuate to another building.
- Instructions will be given as to whether staff should walk to the evacuation location or if transportation will be forthcoming.
- Announce that the building is now clear and safe to reenter.

Staff Actions:

- If issued a two-way radio, take it with you.
- If you are in a room evacuate according to the sign located in the room unless the path takes you past an area of concern in which case use the next closest exit.
- If you are not in a room immediately exit the building at the nearest point.
- Do not first retrieve your personal belongings before evacuating.
- Staff shall be responsible for clearing the hallway, including bathrooms.
- Gather at your designated evacuation site.
- Administrators will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.
- No one will reenter the building until cleared to do so by the Superintendent or designee.

Evacuation – Another Building

This procedure is used when the occupants must leave the building they are in because of a concern for the safety of those inside. If outside conditions prevent staging there then another building will be contacted to arrange for the evacuees to be housed as long as needed.

Incident Commander Actions:

- Contact the building administrator of the building to which staff and students will be evacuating to.
- Announce the evacuation of the building to either an evacuation area or to another building as is appropriate.
- Notify evacuees of the decision to move to another location or building if and when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff and students shall first report to their evacuation area after evacuating the building for any reason. Await further instructions.
- If issued a two-way radio, take it with you.
- When instructed to do so staff and students will walk in an organized fashion to the host building and remain there until further instructions are given.
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – by Means of Bus Transportation

This procedure is used when the occupants must leave the building they are in because of a concern for the safety of those inside and outside conditions prevent occupants from safely evacuating or walking to another building.

Incident Commander Actions:

- Contact the Transportation Director and request transportation for staff.
- Announce the evacuation to either an evacuation area or to board awaiting buses.
- Notify evacuees of the decision to board buses to be sheltered or moved to another location or building if and when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff shall first report to their evacuation area or to board waiting buses, after being instructed to evacuate the building for any reason.
- If issued a two-way radio, take it with you. Further instructions will be given at that time.
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – Return to Buildings or Grounds

No students or staff shall return to school/site buildings or grounds until advised to do so by the Incident Commander or appropriate officials. In the event that emergency response services (police, fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, which will then make the decision to allow students and staff to return to the building or grounds.

4. Lockout

Objective

Lockout describes the courses of action the school/site will execute to secure school/site buildings and grounds during incidents that pose an imminent concern outside of the school/site. The primary objective of a lockout is to quickly ensure all school/site staff, students, and visitors are secured in the school/site building away from the outside danger.

Procedure

Initiate Lockout

- Lockout will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring the school/site to lockout
All outdoor activities are cancelled. Please continue regularly-scheduled indoor activities.

Execute Lockout

- All outdoor activities shall cease and be immediately moved indoors.
- As soon as all students and staff are in the building, all exterior doors shall be locked.
- Normal activity will continue within the building unless directed otherwise.
- It is not necessary to turn lights off or to close blinds unless directed.
- If issued a two-way radio, take it with you.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by administration. Activate annex or annexes as needed to respond to the situation.

5. Lockdown

Objective

Lockdown describes the courses of action school/sites will execute to secure school/site buildings and grounds during incidents that pose an immediate threat of violence in or around the school/site. The primary objective of a lockdown is to quickly ensure all school/site staff, students and visitors are secured in rooms away from immediate danger.

Lockdown is not a stand-alone defensive strategy. Executing a lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Procedure

Initiate Lockdown

- Where possible, lockdown will be announced by intercom, public address (PA) system or otherwise.
- Do not use codes, cards or colors. Lockdown must be immediate and deliberate; the announcement of a lockdown shall be as follows:
 Lockdown! Lockdown! Lockdown!
- Call 911.
- If issued a two-way radio, take it with you.
- In the event of an immediate threat to safety is recognized, such as a person armed with a gun in the hallway, any faculty or staff shall raise the alarm and initiate a lockdown.

Execute Lockdown

- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- If safe, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your area.
- Lock your door(s) and turn lights off if possible
- Have students/staff move to the designated safe area of the room and remain silent.
- Leave blinds as they are. Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively and take the following action during a lockdown:
 - Do not allow anyone, under any circumstance, to leave your secured area.
 - Do not answer or communicate through your door or classroom phone.
 - Silence cell phones and limit use to only relay pertinent information to emergency responders, (i.e., description/location of active shooter/victim injuries).
 - Do not respond to fire alarm unless actual signs of fire are observed.
 - Document and attend to any injuries to the best of your ability.
 - Take attendance and include additions and missing students' last known location.
 - Do not respond to public address (PA) system or other announcements.
- Procedures should be in place to re-direct buses in the event of a lockdown.

Lockdown will only end when you are physically released from your room or secured area by law enforcement.

6. Crime Scene Management

Objective

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school/site property as required in 8 NYCRR Section 155.17 (e)(2)(viii).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Procedure

Respond: Ensure your personal safety first, then if possible, formulate a plan and make mental notes.

Evaluate: Evaluate the severity of the situation, call 911 if appropriate. Identify involved parties. Be aware of weapons, hazards, and potential evidence. Don't touch anything unless absolutely necessary to preserve safety.

Secure: Clear away uninvolved people. Establish a perimeter that prevents people from entering the potential crime scene.

Protect: Safeguard the scene – limit and document any people entering the area. Don't use phones or bathrooms within the crime scene area. Don't eat, drink or smoke in the crime scene area.

Observe: Write down your observations as soon as is safe to do so. Record detailed information – don't rely on your memory. Notes will aid first responders upon arrival and could be utilized in court.

Notify: Call 911 if not already called or police are not on scene.

Document: Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture. Be prepared to provide your notes and information to police.

7. Communications

Objective

This annex includes communication and coordination during emergencies and disasters, both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation per 8 NYCRR Section 155.17 (e)(2)(i).

The Building-Level Emergency Response Plan (ERP) must include policies and procedures governing school/site incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school/site community and the media.

Types of Communication

Communication between School/Site and Emergency Responders

The school/site will contact and maintain communications with emergency responders during an incident. The school/site Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform and/or other means necessary described in the Building-level Emergency Response Plan (ERP) to notify the principal/designee of the school/site on status and needs. The school/site and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Communications Matrix

When a crisis happens the following procedures should be followed to ensure communication between members of the emergency response teams, administrators and all others having a role in dealing with the emergency at hand:

- Any person becoming aware of a situation which creates an immediate danger to students and staff shall notify the District Superintendent and 911 if appropriate to do so.
- The District Superintendent shall notify the assistant superintendent, coordinator of safety and security and as necessary, building principals/directors and the communications manager.
- The communications manager, in coordination with the District Superintendent, shall communicate written messages to the news media.

❖ Internal Communications

The school/site has identified a school/site person who will:

- Follow the communications policies and procedures established by the school/site.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in coordination of media communications.

Communication between School/Site Officials and Staff Members

School/site personnel will be notified when an incident occurs and will be kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve.

The following methods of communication may be utilized to disseminate information internally when appropriate:

- Text Message/E-mail System: A text message or e-mail system is available to provide those who are registered to receive messages with updates during an incident
- Mobile Device Applications
- Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time. Staff will also have the opportunity to address any misinformation or rumors
- Mass notification device such as *ConnectEd*
- Two-way radio
- Two-way public address (PA) system communications is provided from all school/site classrooms to the main office

Communication between School/site Officials and Students

Communication of emergency information between school/site officials will primarily take place through the school/site's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Mobile Device Applications
- Flyers/letters

❖ External Communications

School/site officials must communicate with the larger school/site community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school/site about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

- Before an incident occurs
 - Inform parents on how to access alerts and incident information
 - Inform parents that the school/site has developed an Emergency Response Plan (ERP), its purpose and its objectives
NOTE: Detailed response tactics should not be shared if they will impede the safe response to an incident
 - Information will be included, as necessary, on the district website
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency
- In the event of an incident
 - Disseminate information in various ways such as text messages, e-mails, radio announcements, website and *ConnectEd* to inform parents about what is known to have happened

- Implement a plan to manage phone calls and parents who arrive at the school/site.
- Describe how the school/site and school/site district are handling the situation
- Provide a phone number, web site address or recorded hotline where parents can receive updated incident information
- Inform parents and students when and where school/site will resume

Communications with Media

In the event of an incident, the school/site Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer (PIO) and/or participate in a joint information effort to:

- Establish a media staging and reception area away from the school/site and any established incident command post, evacuation site or reunification site
 - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school/site would be deemed impracticable due to the nature and severity of the incident

Pre-designated Media Staging Areas

Media Staging Area		Address
LOW IMPACT	Westside Academy	3555 Buffalo Road
HIGH IMPACT	TBD by law enforcement	

- Provide regular updates to the media and school/site community
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene
- Monitor the release of information and correct misinformation
- Coordinate messages with the Incident Commander or PIO
- Prepare information to be released by briefing, news release or web posting

8. Medical and Mental Health Emergency

Objective

This annex describes the courses of action that the school/site will implement to address emergency medical and mental health counseling issues. School/sites should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the Emergency Response Plan (ERP) with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. School/sites should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

Receiving Assistance from Government Officials

By contacting 911, the system for coordinating the delivery of assistance from both the county and local agencies shall be activated.

Procedure

When a medical emergency occurs, time is critical for the person experiencing the emergency. Remember to act quickly and get medical help on the way as quickly as possible.

Incident Commander Actions:

- The principal/director or designee will activate the Building-Level Emergency Response Team if warranted
- If an ambulance is responding, the Incident Commander or designee will assign someone to meet the ambulance crew at the entrance and escort them directly to the victim if appropriate to do so
- The Principal/Director will initiate a Hold-In-Place if appropriate to do so

Staff Actions

- Any staff member who discovers a medical emergency will immediately contact 911 and request an ambulance if necessary
- The staff member will then immediately contact the principal/director or designee
- If activated, Emergency Response Team members should retrieve an automated external defibrillator (AED) and other emergency supplies as available and respond to the situation
- If possible, arrange for someone to stay with the person experiencing the emergency
- If you have a two-way radio, take it with you

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures:

- Instructions on where emergency medical supplies (e.g. first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR
- Complete the Post-Incident Response Team table in Appendix C with appropriate staff
- Procedures on sharing and reporting information about unusual situations, if warranted
- Addressing the immediate, short, and long-term counseling needs of students, staff and families
- Location where counseling and psychological first aid will be provided
- A plan to have counselors available to assist students if necessary

Add actions as needed.

9. Accounting for All Persons

Objective

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Procedure

Incident Commander Actions

- The Incident Commander (IC) or designee will assign an individual to contact each evacuation site to coordinate and prepare a master list of names and locations of those present or missing from each evacuation site
- The assigned individual will also contact the person securing and holding the building visitor log book. Information contained in the visitor log book will aid in accurately preparing the master attendance and missing lists

Staff Actions

- Each department head, or if no department head is present, each department head secretary shall begin to document in list form each person that is present or missing from the evacuation site, when safe to do so
- If believed to be known the whereabouts of a missing person shall be noted on the list
- Lists shall be continuously updated as necessary to reflect up to date information
- Each department head, or if no department head is present, each department head secretary shall be prepared to provide list information to the Commands Posts assigned person contacting the site for such information
- The names of any missing students, staff or visitors will be reported to the Incident Commander/Command Post as soon as possible

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures

- Taking attendance and reporting to the Incident Commander when class relocates inside the building or an evacuation takes place
- Reporting to the Incident Commander when a student, staff member or guest cannot be located
- Dismissal of students if they have been relocated in the building

Add actions as needed.

10. Reunification

Objective

The reunification annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Procedure

Designate a reunification site. Use the table below to designate primary and secondary reunification sites.

Pre-designated Reunification Site		Address	Contact
PRIMARY	Westview Building	3635 Buffalo Road	Martha Willis 617-2920
SECONDARY	Westside Academy	3555 Buffalo Road	Front desk 617-2550

Reunification will only occur after permission has been granted to do so by the law enforcement agency or fire department commanding the incident.

Incident Commander Actions

- After receiving notification from the police and/or fire department, reunification may begin. The Incident Commander will direct the implementation of the reunification process.

Staff Actions

- Set up three distinct areas close by but out of sight of each other and away from the media staging area.
 - Parent/guardian check-in area (see below)
 - Reunification area
 - Student/staff holding area
- Setup will include signage and/or barricades to protect those present and the integrity of the process.

Areas will only be established after consulting with the emergency incident commander, (police, fire or other emergency official), to make certain the areas chosen are safe.

- Parent/guardian check-in area
 - This is where parents will receive initial instructions and a preprinted and perforated form to complete
 - Staff will confirm that the person is on the preapproved list to pick up the student
 - The parent/guardian will be required to show photo identification to prove their identity. Anyone without a photo ID will be asked to move to another line where other methods will be used to confirm identification
 - The runner will re-check the parent/guardian's ID and then have the parent/guardian sign the form and include the date and time of the release. Parents/guardians will be instructed to leave the area promptly after signing out their student to make room for others
- Reunification area
 - If the student is not present and the student's location is unknown, or if the student is being medically treated or is deceased, the runner will first inform a counselor in the reunification area of the students' status

- The runner will then escort the parent/guardian to meet with the informed counselor in a private mental health area nearby
- The counselor will inform the parent/guardian as needed in the private area away from other parents. The school/site psychologist or other designee will coordinate this activity with emergency response personnel
- Student/staff holding area
 - If after a reasonable period of time a student has not been picked up by a parent/guardian staff will attempt to contact those listed on the student's incident release card. If still unsuccessful in contacting a parent/guardian, staff will solicit the assistance of the police to resolve the matter, if necessary
 - Students 18 years of age and older and who are not injured may sign themselves out and leave on their own but this is not advisable without first having the student speak with a counselor, if the release follows a tragic event

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures.

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex)
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival
- Providing for the special needs students who may be significantly impacted by the stress of the incident. Additional support staff may be required to support these students
- Obtaining sign boards and preparing forms and signs in advance to direct parents to an area
- Advising parents well in advance of the reunification process, especially as it pertains to their responsibilities such as producing photo ID when picking up a student
- Preparing hard copies of student rosters, schedules and daily attendance to eliminate the need of computers in the event they are not available
- Security should ensure the safety of those present as well as the integrity of the process
- Setting a minimum number of required staff members to be available at each area to ensure adequate family assistance and student security
- Equipping each team member supervising the students with a list of the students assigned to him or her, complete with the names of the students who were absent at the start of the school/site day as well as those who left prior to the incident
- If evacuation to an off-site location is deemed necessary to protect student safety and to expedite reunification, all parents/guardians will be notified of the location change and provided information on accessing the site. The basic infrastructure and procedures in place for student release will still be implemented as they would be for an on-site reunification center
- All printed materials should be translated into the languages understood by the parents of every child attending the school/site

Add actions as necessary.

11. Continuity of Operations Plan (COOP)

Objective

This annex describes how the school/site and district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security and continuity of teaching and learning.

Procedure

The Post-Incident Response Team has developed the following procedures for dealing with post-incident response:

Short Term

The Post-Incident Response Team will include building supervisor(s) and other available staff as appropriate. The Operations & Maintenance crew will secure any parts of the building that may have incurred damage or needs to be cordoned off for a criminal investigation. Operations & Maintenance will also determine the building restoration activities. The team will review the incident and develop minutes, which will reflect areas for improvement for future events.

Long Term

The building supervisor(s) and professional staff will observe students and review with faculty any long-term stress that students or staff may exhibit. The director of Operations & Maintenance will evaluate the facilities after an incident to determine additional needs. Long-term response needs will be included by the team in annual updates to the plan.

12. Recovery

Objective

The purpose of recovery is to return to normal the learning environment and district infrastructure. Students and physical structures become the main focus. One of the main goals of recovery is to provide a caring and supportive school/site environment. Paramount is the emotional needs of the students and staff and the quick return to the business of learning. Recovery can be a lengthy process as individuals recover at their own pace.

Procedure

- The Incident Commander activates the Trauma, Illness and Grief (TIG) Team and decides if other outside agencies may be required to assist with student counseling needs
- Conduct daily briefings with staff
- Students/staff are monitored for emotional impact
- Identify what follow-up interventions are needed by students and staff
- Parents will be kept informed of efforts being made to attend to student safety as well as their emotional needs and what counseling services the district and community have to offer families
- Plan how anniversaries of events will be commemorated
- Conduct safety audits and determine what is in need of repair or replacement
- Determine how to secure buildings which are not usable
- Take photos or videos of the damage areas

13. Security

Objective

The purpose of security is to ensure the protection of students and staff as well as district owed property. Efforts will be made to prevent unauthorized entry into the building by the use of the following methods:

Procedure

- All staff and visitors must wear ID badges at all times while on campus and at school/site-sponsored functions of-site. Visitors shall also be required to sign in upon entering a building during normal school/site hours
- All doors are locked during the school/site instructional day
- Limiting access for all persons to a minimum number of entrances
- Being cognizant of strangers in the building and stopping visitors who have not properly registered or are not wearing proper ID badges or displaying a proper visitor pass
- Providing adequate lighting in all areas
- Controlling pedestrian traffic in buildings with doors to force visitors into main offices or to a staffed greeter station
- Video surveillance camera systems where installed shall be used as needed for the continuance of the safety and protection of the building's occupants and its contents
- Access control systems where installed will be used to restrict entry into buildings to those having a valid right to do so. Building administrators will assist in determining who shall have such rights at their building and to what degree the rights shall extend

THREAT AND HAZARD-SPECIFIC ANNEXES

The threat and hazard-specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and hazard-specific annexes do not repeat content, but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School/site staff and students should learn and exercise simple procedures that apply to all hazards
- The hazard-specific annexes should present only hazard-unique information
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident
- The plan becomes larger and more difficult for users to comprehend

The school/site should customize threat and hazard-specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school/site evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

1. Active Shooter Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an active shooter on school/site grounds or in the school/site building.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school/site grounds or in the school/site building.

An active shooter or armed assailant on school/site property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school/site is a crime scene and will require a thorough search and processing.

Core Functions

In the event of an active shooter, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Activating the Emergency Response Plan (ERP)

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the Emergency Response Plan (ERP) immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary
- Determine what procedures should be activated depending on the location and nature of the shooter
- Issue instructions such as lockdown or evacuation depending on the situation

- Notify law enforcement; provide location and description of the shooter if possible
- Notify school/site buses to not enter the area
- Activate Communications Annex
- Coordinate with emergency responders at the command post; provide site map and keys
- Be available to deal with the media and bystanders and keep site clear of visitors
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes

Staff Actions:

- Use extreme caution
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets
- Make appropriate notifications; provide description and location of the shooter if possible
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes

2. Bomb Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a bomb threat.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school/site buildings or grounds. 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.

Core Functions

In the event of a bomb threat, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff. Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a command post if necessary
- Determine what procedures should be activated depending on the nature of the threat
- Issue instructions such as shelter in place or evacuation depending on the situation
- Notify law enforcement, provide threat details
- Activate Communications Annex
- Coordinate with emergency responders at the command post; provide a site map and keys
- Be available to deal with the media and bystanders and keep site clear of visitors
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes
- Determine whether school/site will be closed or remain open
- Notify school/site buses to not enter the area

Staff Actions:

- Implement the appropriate response procedures to keep students safe

- Police may enlist the assistance of school/site staff who are familiar with the building and can recognize objects that do not belong or are out of place
- Do not touch or handle any suspicious object, bag or container
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes

Actions of Individual Receiving Bomb Threat:

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone

3. Intrusions and Threats of Violence

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an intrusion or threat of violence.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an intrusion or threat of violence.

Core Functions

In the event of an intrusion or threat of violence, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an intruder in or around the building or any imminent threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary
- Determine the credibility of the threat and decide if 911 needs to be called
- Initiates functional annexes as are appropriate
- Activate communications annex
- Notify school/site buses to not enter the area

Staff Actions:

- Determine whether the person is a legitimate visitor
- If you are uncomfortable approaching a person be sure to immediately report the person to the Incident Commander
- Escort all visitors to the greeter station to sign in and obtain a visitor ID
- If a person is suspected of posing a threat do not approach and immediately contact the Incident Commander
- Do not engage the person in a confrontation. Take steps to ensure your safety and that of any students
- Identify the person, person's location, and note if any weapon is visible or suspected

- Contain the situation and, if possible, remove all innocent persons

4. Severe Weather

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of severe weather.

Scope

When a severe weather warning is received, staff may be notified to escort students to safe areas in the building.

Core Functions

In the event of severe weather, school/sites will contact emergency services agencies for their assistance as needed. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a severe weather warning will notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and sets up a Command Post if necessary
- Initiates functional annexes as are appropriate
- Activate communications annex
- Announces to staff of an impending weather concern
- Arranges for outside students and staff to be notified of the event and to return to the building
- Decides if the concern is severe enough and time allows to complete an early dismissal or if sheltering inside the building or relocating to another building is the most appropriate course of action

Staff Actions

- If issued a two way radio monitor channel one or two if you have it
- In general move to a lower level and a less glass enclosed area
- Avoid wide expanses of open space
- Close any blinds to shield from glass and debris
- Duck and cover procedures, or sheltering under desks shall be implemented if necessary

Gas Leak

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a gas leak.

Scope

During a gas leak it is important to exit the building as quickly as possible. Remember to not turn on or off any electrical switches or devices. Do not exit past an area where the leak is believed to be originating.

Core Functions

In the event of a gas leak, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a gas leak should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Call 911 and notify Operations & Maintenance and Rochester Gas & Electric to report the leak.
- Initiate functional annexes as are appropriate.
- Activate Communications Annex
- Announce the evacuation of the building away from the affected area. Do not use the fire alarm to activate evacuation if you have a bell type alarm. Make certain to state the reason for the evacuation so those inside are aware that they should not use any electrical devices. Consider using a runner(s) to announce the evacuation
- Arrange for the main entrance sign in log to be taken to the staging area if no greeter is on duty at the time of the incident
- Notify school/site buses to not enter the area

Staff Actions:

- Immediately notify the Incident Commander if you believe there is a gas leak
- Be prepared to evacuate to your designated area as soon as directed to do so
- Do not use light switches or other electrical devices to reduce the chances of a spark
- Once at your evacuation area administrators and teachers should account for all students and staff
- Report unaccounted individuals or students to the Incident Commander

- The Director of Operations & Maintenance may turn off of gas to the building and assist in determining the source of the leak as well as establish a repair plan.

5. Chemical Spill

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a chemical spill.

Scope

For chemical spills inside and outside the building

Core Functions

In the event of a chemical spill, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter-in-Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a chemical spill should notify the Incident Commander as soon as possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify Operations & Maintenance and the Emergency Response Team and set-up a command post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Determine if the spill warrants evacuation of the building.
- Decide if the assistance of outside agencies may be required depending on the nature of the spill.
- Direct the air intake to be shut off and sealed if necessary for outside spills.
- Notify school/site buses to not enter.

Staff Actions:

- Keep students away from the spill and notify the Incident Commander immediately.
- Prepare to evacuate the building should the announcement to do so be made.
- If instructed to do so upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the command post.
- For hazardous chemical spills outside, consider sheltering students inside.

6. Fire and Explosion

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a fire or explosion.

Scope

Any staff or student who sees smoke or fire is directed to pull the fire alarm to evacuate the building per the Building-Level Evacuation Plan. The principal/director or designee shall notify 911 to insure the alarm was received.

No one shall re-enter the building until such time as the fire department has determined it is safe to reenter. The District Superintendent or designee shall be the only individuals authorized to notify staff that the building has been deemed safe to re-enter by the fire department.

Core Functions

In the event of a fire or explosion, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a fire or explosion should locate to a safe area and call 911 at once to report the incident. Upon completion of the 911 call the individual should notify the Incident Commander. Appropriate announcements shall be made and the Superintendent shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Notify school/site buses to not enter the area.
- Upon completion of the incident, notify staff that the building has been deemed safe to re-enter by the fire department.

Staff Actions:

- Upon activation of the building fire alarm system all faculty, staff and students will immediately exit the building and proceed to their predetermined evacuation area. Close the door to the room you exited.
- Do not allow anyone to first stop to pick up belongings.

- Staff shall be responsible for clearing the hallway, including bathrooms.
- If issued a two-way radio, take it with you.
- Remember to quickly but orderly move far enough away from the building so as not to cause a bottle neck for those still trying to exit the building or interfere with responding emergency vehicles.
- Upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the command post.

7. Biological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a biological threat such as anthrax or the like.

Scope

If a biological threat is received via telephone, the recipient shall record information on the telephone threat checklist if possible. If a letter or package is received which threatens a biological exposure the recipient shall follow the staff actions set forth below.

Core Functions

In the event of a biological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a biological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Calls 911 for assistance and follow the directions regarding the movement of students and staff.
- Direct the shutting off of ventilation systems to limit air movement if the threat warrants it.
- Notify school/site buses to not enter the area.
- Announce an evacuation of the building if appropriate to do so.

Staff Actions

- If the threat is a letter or package, immediately close it, cover with a box or larger envelope and avoid further contact.
- Immediately prevent persons from leaving or entering the room.
- Notify the Incident Commander.
- Avoid touching face or mucus membranes until they can thoroughly wash with soap and water.
- Reduce air movement by shutting off fans and closing windows.

8. Radiological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a radiological threat.

Scope

Procedures shall most likely be shelter in place or early dismissal.

Core Functions

In the event of a radiological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff. Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a radiological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify staff to follow procedures as advised by the county coordinator.
- Notify school/site buses to not enter the area.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the county coordinator.

9. Epidemic and Pandemic

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an epidemic or pandemic.

Scope

Subsequent to such a problem being identified and brought to the attention of the Incident Commander.

Core Functions

In the event of an epidemic or pandemic, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an epidemic or pandemic should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify the school/site doctor, and public health officials. The public health officials and the school/site doctor shall provide recommendations for the school/site to follow.
- Advise staff and students of the public health officials' and school/site doctor's recommendations to follow.
- Provide information to the media regarding what the present actions of the district are.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the public health officials' and school/site doctor's recommendations.

10. Kidnapping/Hostage

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a hostage or kidnapping.

Scope

For hostage-taking and kidnapping cases. There are two primary types of abduction:

- Kidnapping: taking of a person by abduction
- Custodial interference: a relative of a child less than 16 years, who intends to hold such child permanently or for a protracted period of time and, knowing that he/ she has no legal right to do so, takes or entices such child from a lawful custodian, (i.e. school environment)

Core Functions

In the event of a hostage/custodial interference, school/sites will contact emergency services agencies for their assistance. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter-in-Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of Hostage/Kidnapping should notify the principal/director as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiate functional annexes as necessary.

Staff Actions:

- Immediate contact the building administrator who will call 911.
- Administrator may initiate school lockdown.
- Gather pedigree information regarding missing child.
- Try to identify any potential witnesses – This is crucial to the success of locating the child quickly and unharmed.

11. Civil Disturbance

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a civil disturbance.

Scope

For any type of civil disturbance inside or outside of school/site(s), such as riots, sit-ins, racial conflict or long altercations.

Core Functions

In the event of a civil disturbance, school/sites will notify the District Superintendent and 911 if necessary. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware a civil disturbance should notify the principal/director as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiate school lockdown if necessary.
- Follow up with the District Superintendent and the coordinator of safety and security, the police and community leaders and other appropriate parties for opening school the next day.
- Update staff before school begins.
- Consider calling in counselors to be available the next day.
- Initiates functional annexes as are appropriate

Staff Actions:

- Keep the command post advised of any additional information
- Gather information as to what is taking place, number of people involved and intentions of the group.
- Move away from the areas where the confrontations may occur.

12. Bus Accident

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect from further injury students/staff and school property as well as procedures to follow in the event of a bus accident.

Scope

Bus drivers shall contact the transportation supervisor who will notify the transportation director. The director will advise.

Core Functions

In the event of a bus accident schools will contact emergency services agencies for their assistance.

Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to further injury. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place (on bus)
- Evacuation (from bus)
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a bus accident shall notify the principal/director as soon as possible. Appropriate notifications shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify the building administrator.
- Assign a designee to respond to the hospital if students need to be transported there.
- Provide information to the media regarding the plan implemented by Monroe 2-Orleans BOCES.
This will usually be done in conjunction with the home district or may be done by the home district.

Staff Actions:

- The driver, if possible, will immediately notify the transportation supervisor.
- The driver will ensure the students are in no further danger.
- The driver will request assistance from fire, ambulance and police as is appropriate.
- The driver will initiate the Accident Report Procedure with the first priority being to establishing a list of names of students on the bus.
- The transportation supervisor will notify the Incident Commander.
- Building Administrators after being notified will notify parents of children who were injured or shall be late arriving home.
- Parents will be encouraged to not respond to the scene of the accident.

APPENDICES

The appendices are included for the purpose of documenting vital information necessary for emergency response. These tables should be completed with the requested information or a suitable replacement inserted in their place. This information should be continually updated to avoid confusion and delay during emergency response.

Appendix A – Communications

The following tables should be completed with the requested information. Expand tables to include all information as needed.

Building – Administrative Staff

Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
Ryan, Michelle	Assistant Superintendent	349-9066	406-0161	NO	No
Dawe, Stephen	Communications Manager	349-9066		YES	NO
Miller, Raymond	Supervising Manager	349-9050	455-9713	YES	NO

Building – Support Staff

Room	Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
	Fagan, Lucy	Administrative Assistant	349-9060		Yes	No
	Truong, Amanda	Administrative Assistant	349-9056		No	No

Building – Staff

Name	Primary Contact	Alternate Contact	Safety Team	CPR/AED Certified
Althouse, Stephanie	349-9095	405-2914	N	N
Amedeo, Lauren	349-9078	217-6610	N	N
Baxendell, Kerri	349-9077	426-7987	N	CPR & AED
Belair, Jim	349-9099	739-5252	N	N
Bernstine, Shari	349-9036	590-4265	N	N
Brigandi, Lisa	349-9098	607-280-5552	N	N
Butler, Stephanie	349-9097	766-4688	N	N
Constantine, Lisa	349-9075	230-6613	N	CPR
Davis, Sarah	349-9044	570-575-4015	N	N
Dawe, Stephen	349-9066	355-5967	Y	N
DeBurro, Tim	349-9037	269-4316	N	N
Dedie, Amanda	349-9067	472-6197	N	N
Driscoll, Eric	349-9040	419-5265	N	N
Fagan, Lucy	349-9060	349-2524	Y	N
Farren, Donna	352-2700	734-2887	N	N
Fredericks, Matt	349-9064	734-3812	N	N
Hazard, Laurie	349-9051	278-2701	N	N
Hoffman, Michael	349-9042	303-4709	N	N

Hugh, Lynnette	349-9091	450-6292	N	N
Intini, Paul	349-9082	755-1222	N	N
Klapp, Wendy	349-9047	278-7870	N	N
Klem, Christine	349-9072	451-9579	N	N
Lee, JR	349-9021	200-6325	N	N
Maier, Ryan	349-9063	944-9900	N	N
Maley, Kenneth	349-9074	278-4415	N	N
Maloney, Mari-Ellen	349-9025	752-8222	N	N
Marga, Arnold	349-9031	975-9775	N	N
Mason, Allison	349-9001	278-5748	N	N
Mauro, Nicole	349-9073	622-5766	N	CPR & AED
Merkel, Jennifer	349-9080	953-3875	N	N
Merring, Thomas	349-9032	469-458	N	N
Miller, Raymond	349-9050	455-9713	Y	N
Nash, Beth	349-9028	471-0739	N	N
Neumire, Lindsay	349-9096	716-392-1112	N	N
Nobles, Shannon	349-9076	739-5983	N	N
O'Brien, Terrence	no desk phone	766-3854	N	N
Phillips, Barstow	349-9024	481-1262	N	N
Piecuch, Thomas	349-9023	NONE	N	N
Puleo, Anthony	349-9034	210-8669	N	N
Putney, Aurilla	349-9054	716-481-7478	N	N
Ryan, Michelle	349-9061	406-0161	Y	N
Soggs, Lisa	349-9092	683-0502	N	N
Soggs, Tim	no desk phone	683-0468	N	N
Spittler, Gretchen	349-9038	794-6340	N	N
Stabins, Lorena	349-9068	721-6037	N	N
Stone, Bridget	349-9069	738-1533	N	N
Story, Scott	349-2700	503-8693	N	N
Sullivan, Marion	349-9094	716-245-0595	N	CPR & AED
Tate, Kristin	349-9039	301-1557	N	N
Truong, Amanda	349-9056		Y	N
Valder, Austin	no desk phone	405-2992	N	N
Valder, Ronald	349-9035	317-1700	Y	N
Valenti, Paul	349-9037	730-1933	N	N
White, Richard	349-9088	303-0666	N	N
Wright-Banda, Cherie	349-9022	662-8984	N	N
Zeiner, Patty	349-9053	703-6849	N	N

District Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Comanzo, Douglas	Coordinator, Safety & Security	851-9283	352-2777	NO
Sleight, Travis	Director, Operations & Maintenance	406-0162	352-2655	NO
Security on Duty	Safety & Security	305-8890		NO

Transportation Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Pease, Heather	Transportation	617-2720		NO

External Contact Information (Non-Emergency)

Agency	Contact Person	Primary Contact	Alternate Contact	Safety Team Member
State Police	Major Brian J. Ratajczak	911	398-4100	NO
MC Sheriff's Office	Captain Pat Rojas	911	753-4470	NO
Gates Police	Chief Robert Long	911	247-2262	NO
Fire Department	Chief James Harrington	911	426-2720	NO
State Edu. Dept.	Rosanne Groff	518-474-3906		NO

Appendix B – Incident Command System (ICS)

The following tables include name and contact information of command staff and locations of command posts.

Incident Commander

	Name	Title/Department	Contact
PRIMARY	Miller, Raymond	Supervising Manager	349-9050
SECONDARY	Dawe, Stephen	Communications Manager	349-9066
TERTIARY			

Safety Officer

	Name	Title/Department	Contact
PRIMARY	Hoffman, Michael	Technical Support	349-9011
SECONDARY	White, Rich	Technical Support	349-9011
TERTIARY			

Liaison Officer

	Name	Title/Department	Contact
PRIMARY	Dedie, Amanda	Communications Support Specialist	349-9067
SECONDARY			
TERTIARY			

Public Information Officer

	Name	Title/Department	Contact
PRIMARY	Dawe, Stephen	Communications Manager	355-5967
SECONDARY	Dedie, Amanda	Communications Support Specialist	349-9067
TERTIARY			

Command Posts

	Interior	Exterior
PRIMARY	CaTS Conference Room A	Parking lot of CaTS Building
SECONDARY	Westview Gym	Westview Building
TERTIARY		Rochester Tech Park

Appendix C – Emergency Response Teams

8 NYCRR Section 155.17 (e)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. The following tables are provided for the documentation of those teams your school/sites ERT and PRT, please add additional tables if other response teams are utilized.

Emergency Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Dawe, Stephen	Communications Manager	349-9066	
Fagan, Lucy	Assistant to the Asst. Superintendent	349-9060	
Miller, Raymond	Supervising Manager, CaTS	349-9050	
Valder, Ron	Warehouse Clerk	349-9035	

Post-Incident Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Dawe, Stephen	Communications Manager	349-9066	
Fagan, Lucy	Assistant to the Asst. Superintendent	349-9060	
Miller, Raymond	Supervising Manager, CaTS	349-9050	
Valder, Ron	Warehouse Clerk	349-9035	

Appendix D – Memoranda of Understanding (MOU)

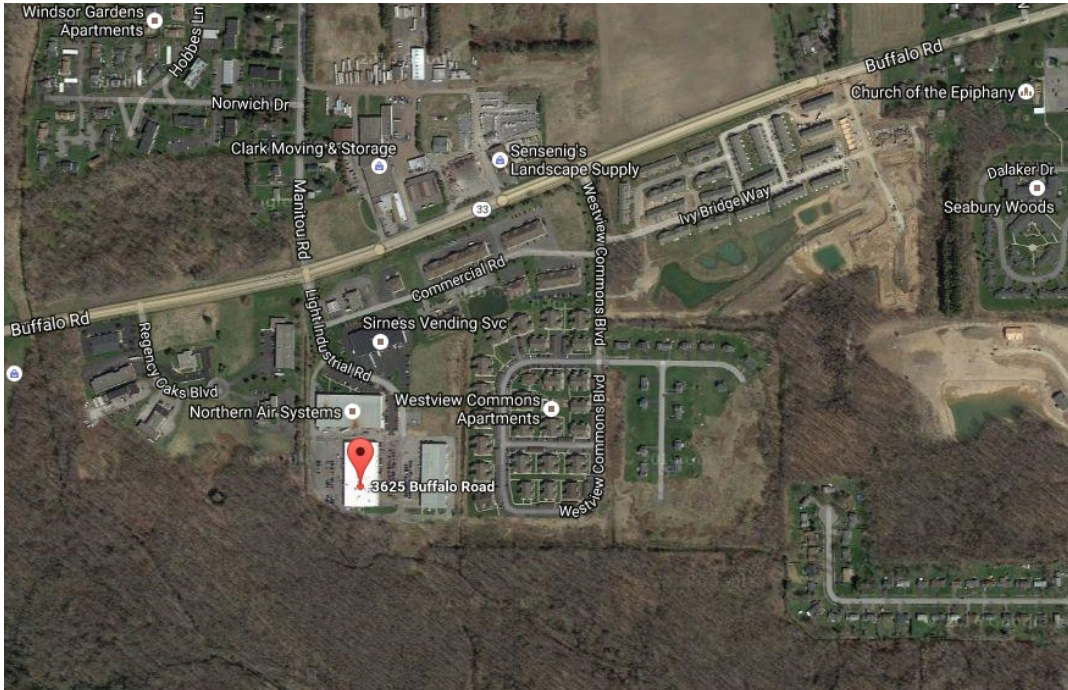
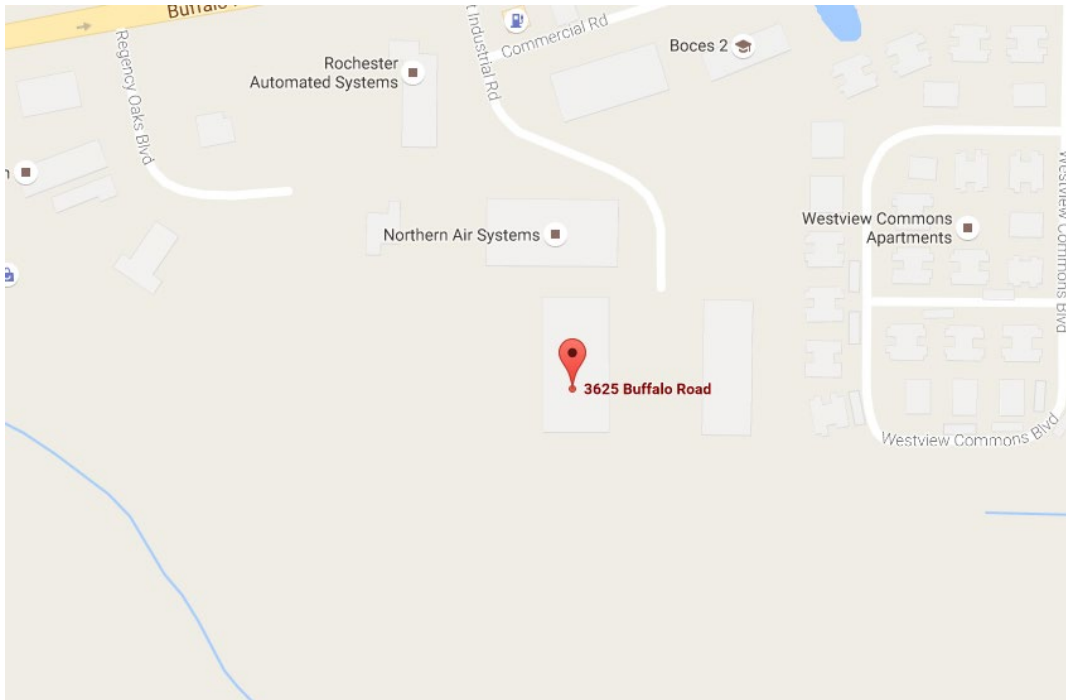
Not applicable to this site.

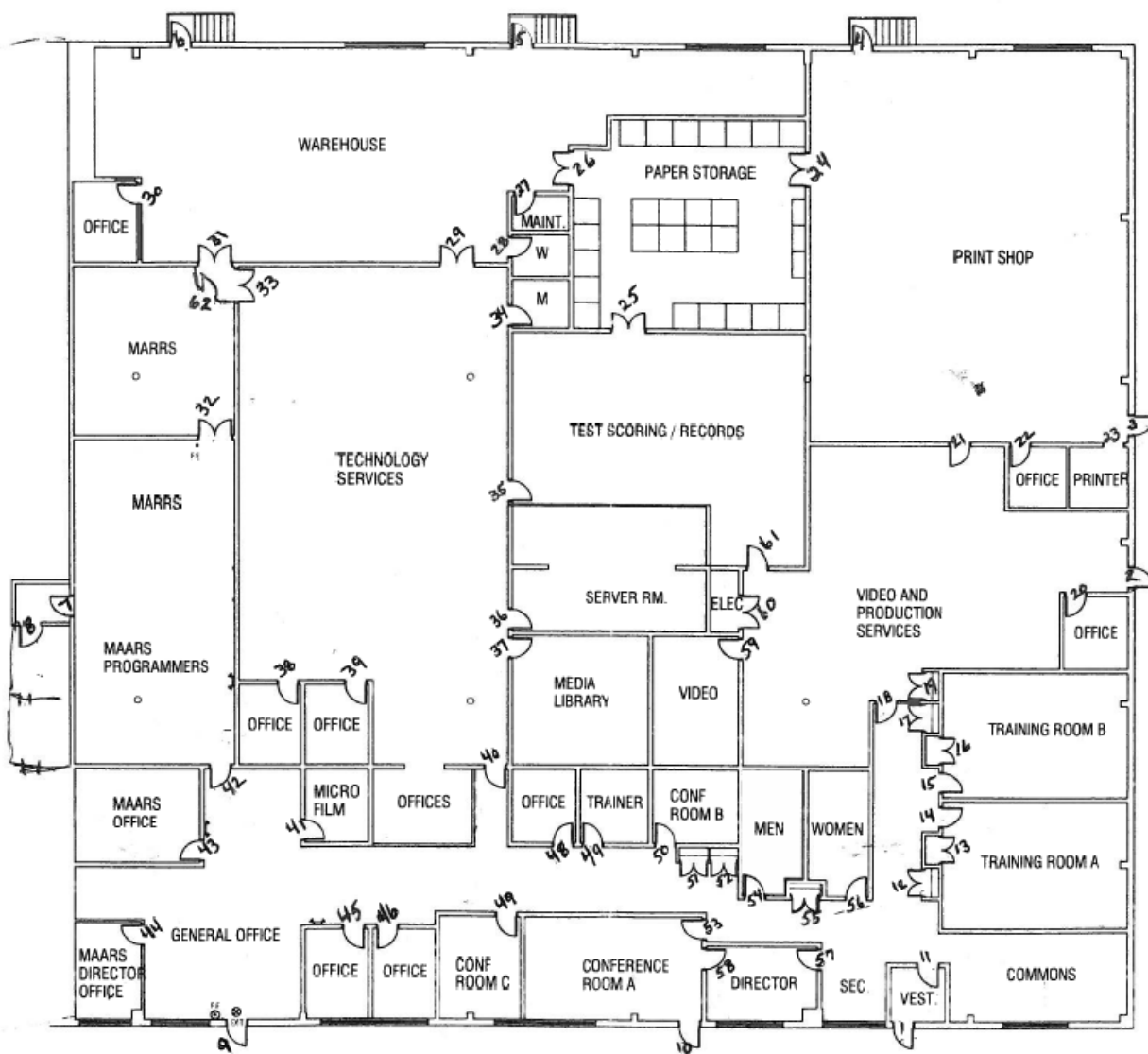
Appendix E – Master Class Schedule

Not applicable to this site.

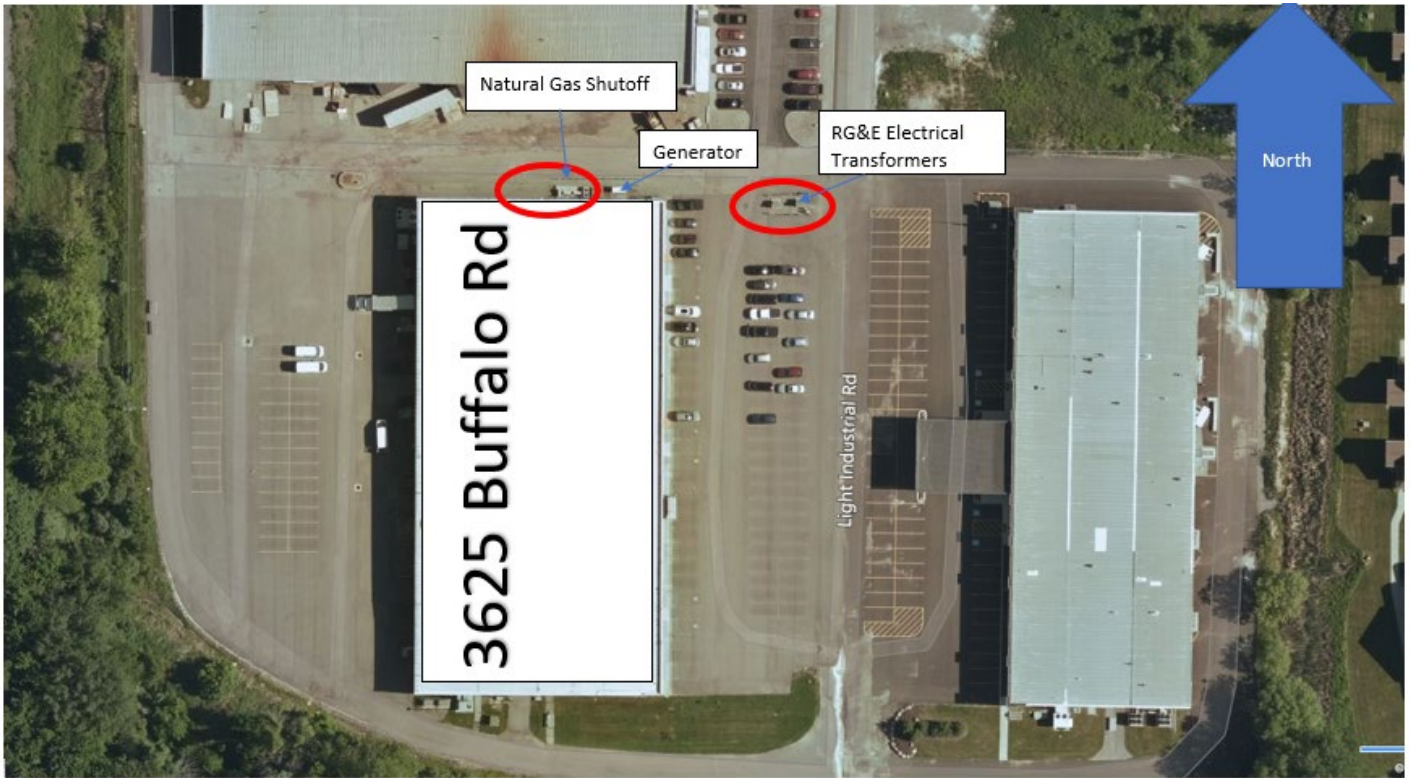
Appendix F – Building/Grounds and Local Road Maps

8 NYCRR 155.17 (e)(2)(iii) Procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school/site interior, school/site grounds and road maps of the immediate surrounding area.





FLOOR PLAN - COMPUTER AND TECH SERVICES (CATS)



Ridgecrest Academy
 3625 Buffalo Rd
 Rochester, NY 14624



Appendix G – Students/Staff/Guests with Special Needs

Room No.	Persons with Special Needs	Description of Needs

Appendix H – Mental Health

Symptoms of mental health disorders vary depending on the type and severity of the condition. Many times changes and concerns can be addressed simply by contacting the family and asking that they follow up with a health care provider. At times, however, symptoms may be more severe and pose a mental health emergency. Possible signs that someone is having a mental health emergency are as follows:

- Confused thinking or change in typical style of interacting
- Increased anger and/or mood swings
- High emotionality and/or inability to cope in the moment
- Behaving recklessly in a manner that poses a risk to self or others
- Expressing feelings of worthlessness or hopelessness
- Making statements or gestures indicating that s/he wishes to harm self or die
- Making statements or gestures threatening to harm others
- Questionable influence of drug or alcohol use affecting current behavior

If a person is demonstrating any of the aforementioned signs of a mental health emergency, they should be taken seriously, and immediate action should be taken. The program supervisor should be notified, and a Risk Threat Assessment Plan may be activated.

Possible actions include:

- Call Security/911 if an immediate threat to student/staff safety is present.
- Arrest and/or mental hygiene arrest may be warranted.
- Isolate individual as much as possible and maintain supervision at all times
- Contact parent/guardian for student removal with recommendation to seek assessment and treatment, either through pediatrician, community-based mental health provider, mobile crisis team, and/or visit to emergency room if suicidal ideation or safety concern is present.
NOTE: Parent or guardian must be contacted in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide
- If student can be maintained on school grounds, consider contacting Mobile Crisis team (via Lifeline at (585) 275-5151).
NOTE: Family is charged a co-pay/fee when this is used on behalf of a student.

Appendix I – Violence Prevention

You can increase your ability to recognize early warning signs by establishing close, caring, and supportive relationships with students so that you know them well enough to note changes in their behavior patterns. Be aware that one of these signs alone may not be an indicator but one sign may lead you to look for more signs. Try to understand violence and aggression within context (culture/family background) avoid stereotypes, view warning signs within a developmental context, and understand that a child may typically exhibit multiple signs.

Early Warning Signs for Students at Risk:

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Having been a victim of violence
- Feelings of being picked on and persecuted
- Low interest in school/poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Impulsive or chronic hitting, intimidating, and bullying
- History of discipline problems
- Past history of violent/aggressive behavior and/or violence toward peers
- Intolerance for differences/prejudices
- Drug and/or alcohol use
- Caregivers have a history of drugs/alcohol involvement
- Peer group reinforces antisocial behaviors
- Learned attitudes accepting aggressive behavior as normal and effective in solving problems
- High level of violence in the home, neighborhood, or media
- Poor attendance and numerous school suspensions
- Affiliation with gangs
- Difficulty with social skills and poor peer relations
- Easily influenced by others/tendency to copycat
- History of parental rejection, inconsistent discipline and lack of supervision
- Difficulty controlling impulses and emotions
- Inappropriate access to, possession of, and use of firearms
- Serious threats of violence
- Poor personal hygiene
- Cruelty to animals
- Setting of fires
- Lack of remorse or empathy others

Imminent Warning Signs:

- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage for minor reasons

- Detailed threats of lethal violence
- Possession and/use of firearms and other weapons
- Self-injurious behaviors or suicide threats/expressions of hopelessness
- Irrational beliefs and ideas
- Verbal, non-verbal, or written threats or intimidation
- Fascination with weaponry/bombs and/or violent acts
- Expression of plan to hurt self or others
- Externalization of blame
- Unreciprocated romantic obsession
- Fear reaction among fellow students or faculty
- Drastic changes in belief systems
- New or increased stress at home or school
- Inability to take criticism
- Feelings of being victimized
- Intoxication from alcohol or drugs
- Violence toward inanimate objects
- Steals or sabotages projects or equipment
- Lack of concern for the safety of others

If you suspect that one of your students is exhibiting signs or is at risk of violence, contact your supervisor immediately.

Monroe 2-Orleans BOCES has a Threat Assessment Plan in place that can be activated to address related issues.

Appendix J – Bomb Threat Data Sheet

Date: _____
Time: _____
Your name: _____
Position: _____
Phone: _____

Exact wording of the threat:

Questions to ask:

1. When is the bomb going to explode?

2. Where is the bomb 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? Why?

7. What is your name and address?

Threat Information:

Gender of caller: _____

Race of caller: _____

Age of caller: _____

Length of call: _____

Number at which threat call was received:

Number from which threat call was made:

Threat Language:

___ Electronic	___ Foul language
___ Incoherent	___ Irrational
___ Taped	___ Well-spoken
___ Other _____	

Caller's voice:

___ Accent (type): _____	
___ Angry	___ Calm
___ Crying	___ Deep-breathing
___ Disguised	___ Excited
___ High-pitched	___ Intoxicated
___ Loud	___ Low-pitched
___ Nasal	___ Slow
___ Soft/whisper	___ Stutter
___ Other _____	

Background noises:

___ Animal(s)	___ Airplanes
___ Cell phone	___ Factory noises
___ House noises	___ Music
___ Static	___ Traffic
___ Voices (describe) _____	



Monroe 2-Orleans BOCES

PANDEMIC PLAN

**Updated
June 2, 2020**

Defining the Plan

According to the World Health Organization (WHO) pandemic is a world wide spread of a new disease. (Feb 2020 WHO website)

Influenza pandemic occurs when a new influenza virus emerges and spreads around the world. Most people have no immunity.

The Purpose of the Guide

The purpose of this document is to assist in managing the impact of an influenza, pandemic or other Department of Health reportable illness, if one should transpire, that affects the BOCES 2. This document focuses on two main strategies which include:

- Sustaining educational functions.
- Reducing the spread of the illness within school facilities.

This guide provides procedures to address:

- Communication to schools from external sources regarding a pandemic illness and internal communications within the school.
- Activities to reduce the spread of the illness:
 - Reducing the risk of infected persons entering BOCES 2 Schools, including: students, staff and all visitors.
 - Student spacing – reducing person-to person interactions.
 - Social distancing – reducing or postponing school events or activities.
 - Cleaning and disinfecting school facilities.
 - Educating parents/students/staff to address potential concerns.
 - Address those students/employees that may become ill while at school as well as those who may have been exposed to a virus.

Prevention

- Disseminating information regarding:
 - Prevention strategies.
 - Other public health guidance provided by governmental agencies.

- Maintaining School Functions:
 - Identify essential staff and school functions.
 - Plan for absenteeism of students and/or staff members.
 - Communicate to parents/guardians/students/staff.
 - Education for employees/students/parents/guardians regarding the pandemic.

The District-Wide Health & Safety Committee

Management of Operations

- The District-Wide Health & Safety Committee and District Superintendent/designee, including Nursing Department Chairperson/designee and Occupational Health Nurse will be responsible for the pandemic plan.

- The Communications Manager will be responsible for communications as directed by the District-Wide Health & Safety Committee.

- If necessary, the District-Wide Health & Safety Committee will be assembled. This team will be responsible for the implementation of the pandemic plan.

- If necessary, the District Superintendent/designee may initiate an Incident Command Center at the ESC Building to manage the pandemic plan. The command center will collaborate with the BOCES 2 Physician, the Monroe County Health Department, Component Districts and other local, county and state agencies.

- Planning by the District-Wide Health & Safety Committee will include input from the BOCES 2 Physician and the Nursing Department Chair/designee, Occupational Health Nurse, teachers, administration, parent representatives and other members of the community as appropriate.

- The District-Wide Health & Safety Committee will review the local emergency response and public health plans. The review of the District's communicable disease policies and procedures will be completed by the Chief Emergency Officer, BOCES 2 Physician and the BOCES 2 Nursing Department Chair/designee and Occupational Health Nurse.

- The necessary Personal Protective Equipment (PPE) will be provided, as available and used as directed by the Monroe County Health Department, CDC, NYSDOH Our communicable disease regulations refers to guidance from NYSDOH & local Health Department.
- All staff absences will be monitored by individual building administration. Any spikes or excessive absences will compiled and sent to the Director of Human Resources.
- The Nursing Department Chair/designee will be responsible for reporting Upper Respiratory Illness (URI) student absences to the District Superintendent's Cabinet.
- Upon notification to the District Superintendent/designee by the Monroe County Public Health Department that a pandemic is occurring, the District-Wide Health & Safety Committee will:
 - * Set up prominent notices at all facility entry points advising students and visitors, not to enter if they have Upper Respiratory Illness (URI) like symptoms or other identified criteria.
 - * Educate employees, students, parents and visitors on how to stop the spread of the virus by disseminating the appropriate information to each school. The information will then be placed in conspicuous places (including entrances, bulletin boards, meeting rooms and restrooms). Notices should contain hygiene information regarding hand washing, cough and sneeze etiquette and student spacing.
 - * The district website will be used for periodic health updates and advisories. Connect Ed will be used as warranted to process rapid notifications to staff and families in the community.
 - * The Monroe 2 BOCES Director of Operations & Maintenance, in cooperation with the Nursing Department will take measures to ensure the presence of PPE & hygiene related supplies, for employee and student use and OSHA approved cleaning supplies for employee use.
 - * Decisions on how and when to operate the school system with a significant shortage of staff and students will be made by the District Superintendent/designee. Such a decision will be made in conjunction with the Monroe County Health Department, the NYS DOH, Centers for Disease Control, the Component School Districts and the Monroe 2 BOCES Nursing Department Chair/designee when appropriate. These decisions may also consider alternatives such as staggered school times, changes to busing and telecommunications. Criteria for

implementing containment measures, such as but not limited to cancelling of events and other mass gatherings, will be determined by the District Superintendent/designee in collaboration with local, State, and Federal guidelines.

- * Procedures to assure continuity of instruction will depend on the variables of the pandemic event. Alternative methods of instruction may include web-casts, e-mail, television or radio broadcasts or other alternative methods. In some cases, a decision may require prolonged school closure and complete postponement of instruction until a later date, such as during previously scheduled vacations. Each BOCES 2 instruction site has formulated continuity of instructions plans to be included in each of the sites Emergency Response Plans (ERP).

Communication for Schools

- * Monroe 2 BOCES has aligned its pandemic plan with the Monroe County Health Department, as well as the Federal and New York State Department of Health and Human Services and the Centers for Disease Control. Pandemic guidance will be consistent with these agencies' recommendations in order to coordinate an appropriate response and to avoid causing unnecessary concern. Key features include: Working closely with the Monroe County Health Department and establishing communications mechanisms among BOCES 2 School Personnel, Component School Districts and with the community at large.
- * The primary communication channel will be the Monroe County Public Health Website located at <http://www.monroecounty.gov/health-index.php>. Specific information for schools will also be made available both through the aforementioned website and through the Monroe 2-Orleans BOCES Website.
- * The District Superintendent/designee and/or Communication Group Manager will act as spokesperson(s) for the district. Communication channels will be used according to the nuances of the pandemic which may include: website information, school and district newsletters, e-mail and the district's automated telephone message system (Blackboard Connect). All staff will be advised to refer outside media inquiries directly to central office. Scripts for building office staff, nursing, and teaching staff will be provided when appropriate for a consistent message to be given out to everyone.

- * Communications to employees will be placed in each individual school emergency plan. The Building Administrators will advise the employees in advance where to find up-to-date and reliable information about pandemics. While efforts will be made to inform staff in a timely fashion of all new developments, during actual outbreaks and especially during high district level problem-solving that may take time, minor communication delays may occur. Building Administrators will remind staff that they should only regard official district communications as valid and that patience by all may be required and will be appreciated.
- * Upon authorization of the District Superintendent/designee, communications will be made via the district's automated telephone message system, e-mail, and/or the Monroe 2-Orleans BOCES website, www.monroe2boces.org.
- * The Communications Manager will provide links to the Monroe County Health Department website, the Federal and the New York State Department of Health and Human Services, and the Center for Disease Control that will be disseminated via e-mail and/or the BOCES 2 website www.monroe2boces.org.
- * The Nursing Department Chair/designee and Occupational Health Nurse, in cooperation with the Communications Manager, will provide educational communications regarding best health care practices and community resources related to specific pandemic.
- * The District Superintendent/designee will provide communications regarding school policies for employee's compensation and sick leave absences, mandatory exclusions, and enforcement that may be unique to a pandemic.

Reducing the Spread of Illness

- * The dissemination of information pertaining to the district's Pandemic Preparedness and response plan will be made available on the BOCES 2 website.
- * The district will have rapid and accurate communications. Communications will strive to reduce panic and address the potential for fear and anxiety that the students and/or families may have as

a result of rumors or misinformation.

- * To the greatest extent possible, the BOCES 2 will disseminate information for parents about the potential impact of a pandemic on school functioning. Families will be advised at the start of each school year to have a family emergency plan in place for childcare and intra-family communication in the event of prolonged school closure, as well as to keep the district accurately informed of all emergency contacts as they may change over the year.
- * To the greatest extent possible, the district communications will be culturally and linguistically appropriate to meet the needs of all students/families.
- * The Nursing Department Chair/designee will compile a list of medically fragile students. In the event that the illness spreads, these families will receive verbal and/or written notification.

Student Spacing (social distancing)

Student spacing refers to use of physical distance among students and exposure time among individuals to reduce the spread of illness between people. In the event of a pandemic, BOCES 2 will distribute education and guidance on student spacing to all staff, students and parents according to CDS Guidelines.

Where possible, please consider the following student spacing strategies:

- Spacing student's desks / work surfaces
- Limiting group activities and interaction between classes.
- Creating an isolation room adjacent to, or in close proximity of the health office to maintain symptomatic students, while awaiting transportation home.

School Cleaning

- * Frequent and routine cleaning will remain a best practice. BOCES 2 will follow the local, state, and federal guidelines for cleaning practices during a pandemic outbreak. Specialized cleaning solutions may not be necessary. Therefore, standard cleaning products and soap and water may be adequate to disinfect most surfaces. OSHA approved products will be used according to manufacturer's instructions to ensure adequate amounts of appropriate drying periods are followed.

- * Appropriate ventilation, such as opening windows, to the facility will be used to ensure a clean learning atmosphere.
- * The Director of Operations & Maintenance will establish a schedule for cleaning and changing filters of the heating/air conditioning systems. This should occur more frequently during a pandemic.
- * To the greatest extent possible, staff will be advised not to share telephones. If it is essential that they are shared, they should be disinfected and use approved cleaning solutions always maintaining good hand hygiene.
- * Details regarding cleaning solutions can be found located on the fact sheets at the Monroe County Department of Health Website.

Educating Students/Staff/Parents to Inform and Address Concerns

It is likely there will be anxiety regarding the pandemic influenza, and this may contribute to increased absenteeism and/or increased distress to students, parents and staff. Suggested methods to address this include:

- * Educating those involved in the BOCES 2 preparedness and ongoing management efforts.
- * Provide timely updates to students, parents, teachers and other relevant parties.
- * During a pandemic, continue to educate staff, students and parents regarding the progress of the pandemic, its avoidance, and its effects.
- * As needed, work with local resources and local public health officials to assure support mechanisms are readily available. (For example: counselors, mental health, social services and faith based resources.)

Managing Illness in Staff, Students or Visitors

- * The Building Administrators, based on central office guidance, will post information on what to do if people get sick while at school.
- * BOCES 2 Administration, in conjunction with the Communications Manager, will inform staff and students regarding symptoms of the illness.

- * The BOCES 2 Physician in collaboration with the Nursing Department Chairperson/designee & Occupational Health Nurse will review and approve BOCES 2 Infection & Exposure Control Manual for managing suspected or confirmed illness, including identification criteria, infection control, personal protective devices, and exclusion criteria.
- * If a student becomes ill or if someone observes that another person is exhibiting symptoms of URI at school, staff will direct the student to the health office for evaluation and when indicated by the school nurse, ensure that the ill person leaves the school as soon as possible, and does not return until the exclusion period has been lifted. Ill students should wear a mask, as tolerated and wait in the isolation room until dismissed or picked up from school.
- * To the greatest extent possible, the transportation of ill students will be done by a parent and/or guardian. If the student is transported by a bus, a mask should be worn by the effected student, as tolerated.
- * Parents of ill students will be directed to seek medical care. The BOCES 2 Physician and/or School Nurse Practitioner will advise nursing staff on complicated cases, following the recommendations of the Local County Health Department.
- * Staff that become ill while at work will, immediately don a mask and proceed with self-isolation. They will contact their supervisor and they will leave their worksite as soon as possible.
- * Parents and/or students, as well as staff members, will adhere to guidelines set forth by the Monroe County Health Department regarding standard baselines for staying home and when they may return to school. Supervisors and Building Administrators working in cooperation with teaching and nursing staff will enforce mandatory exclusions.
- * The Nursing Department Chair/designee will report early dismissal and/or absence to NYSDOH, local DOH, and/or designated reported entity, on a daily basis as requested

Continuity of Operations

The BOCES 2 Business Continuity Plan will be utilized should it be required during a pandemic.

Required Personnel

- * All district-level administrators – to assist with communication, work with other agencies and plan accordingly.
- * All Building Administrators – to assist with communication, building guidance and enforcement, and planning with district level administration.
- * Secretarial staff – to assist in carrying out the plan of action as directed by the district office and building administrator.
- * All Operations & Maintenance staff members – to ensure a safe, clean environment.
- * All nursing staff members – to assist in planning and promoting safe and healthy environments; to identify and manage staff and student illness; to assess, stabilize, and triage individuals with URI, and to assist the Building Administrators in enforcement of mandatory exclusions.
- * All budgetary and payroll issues that arise due to a pandemic will be addressed according to state and federal law, school district policy and the idiosyncrasies of the pandemic.

Alternative Education Methods

Monroe 2 BOCES reserves the right to educate children based on the details of the pandemic.

Alternative modes of education may be delivered by: web-based learning, e-mail, television/radio broadcasts and/or U.S. Postal Service. Alternatively, postponement of instruction with make-up sessions over previously planned vacations may be required based on local, state and federal guidance, as well as the feasibility of extended out-of-school instruction.

School Pandemic Maintenance

- * The District Pandemic Plan will be reviewed and revised annually by the District-Wide Health & Safety Committee
- * The plan will be tested periodically. Relevant agencies, such as the Monroe County Health Department, may be involved in the test.

Appendices

1. Instructional

- Career Technical Education (CTE)
- Westside Academy
- Exceptional Children
 - Exceptional Children Learning Center / ADL House
 - Ridgecrest Academy
 - Exceptional Children Westview
 - Village Plaza
 - Paul Road Transition
- Center for Workplace Development (CWD)

2. BOCES 4 Science

3. Business

4. HR

5. CaTS

6. Communications

7. Operations and Maintenance

Instructional

Career Technical Education- CTE

CTE Emergency Response Plan Annex

Pandemic Plan

Stage: Preparations before confirmed case/LEVEL 1 (*Actively Monitoring-No Cases locally*)

- Staff reminded to go home/stay home if sick
- Staff and students encouraged to use good infection control practices, proper hand washing live demonstrations by CNA students and staff, proper hand washing video shared across department
- Education about proper use of masks
- Reviewed O&M cleaning and disinfecting practices and schedule for improved collaboration
- Hand sanitizer and disinfecting wipes made available across the department
- Isolation room identified (Main Conference Room)
- Staff asked to consider social distances if/when appropriate or possible without causing unnecessary concern
- Lists compiled of all upcoming events/activities beyond classroom instruction
- Events/activities reviewed on a case-by-case basis
- Staff encouraged to consider creative WBL activities as alternatives to external activities
- Staff encouraged to review instructional technology options and consider expanded use (Schoology, Remind App, P drive), implementation support offered by Instructional Specialists and colleagues with extensive experience using the technology
- Staff asked to expand sub plans and collaborate with colleagues so student cohorts can be merged if necessary
- Staff encouraged to review curriculum maps and consider units/lessons requiring less lab/application in case on-line learning is necessary
- Staff surveyed to determine computer and internet access at home, laptops prepared and sent home on Friday with staff lacking technology at home
- Staff advised to know passwords and confirm access to resources for use at home, email with Technology Tips shared across department
- Staff asked to review steps necessary to close classrooms for extended periods of time and communicate concerns with administration
- Attendance secretaries (student and staff) asked to alert administration to increased absences or clusters
- Office staff asked to review daily and weekly tasks and confirm that a colleague is cross-trained on all necessary tasks
- Staff advised to update contact information with HR for communication purposes (especially if they did not receive notification about the recent snow day)
- Staff encouraged to process direct deposit request

- Communication with families who opted out of hand sanitizer use at start of school year to confirm desire to continue opt out
- Agency-wide communication to families

Stage: Strategies for single or minimal confirmed case(s)/ LEVEL 2 (*Containment-Cases identified locally*)

- Level 1 practices continue
- WBL activities in large healthcare facilities cancelled
- Classrooms in healthcare facilities/public facilities relocated to main campus
- WBL group activities (field trips, competitions) cancelled for a 2 week window
- Planned events with large numbers expected (Craft and Vendor Show, ProStart Competition) cancelled for a 2 week window
- Remaining WBL considered on a case by case basis
- If one or a few students are impacted, we will use our existing process for Long Term Suspended and/or Medically Absent students. Work will be provided through electronic means and/or courier where necessary

Stage: Outbreak in school/high number of students and staff affected/LEVEL 3 (*Mitigation-Confirmed Cases among students/staff*)

- Level 1 and Level 2 practices continue
- Merge classrooms/cohorts if necessary
- Review remaining WBL activities, events reviewed and cancelled as necessary
- Modified instruction available through instructional technology and/or distance instruction
- Hard copy units/lessons provided to students without necessary technology at home

Westside Academy

Westside Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers are all prepared with distance learning and online resources to teach, including using Zoom
- All students have emails and logins for all instructional materials
- Students have given / shared with us, through a form, their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Counselors and Related Service are prepared to communicate with all students if there is an outbreak through Zoom and Phone calls
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Ensure students have appropriate vaccination.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, we will use conference room #15 from the nurse's office as a potential place of isolation, until their parents are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-entered.
- Determine process for re-opening schools or reconvening students • Follow policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Westview

Westview Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room across from the nurses office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.

Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Ridgecrest Academy

Ridgecrest Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse will give a hand washing training to all 8:1:2 and 6:1:2 students. Students in 6:1:1 classrooms will watch a video on proper hand washing during Science class.
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Reconfigure seating in classrooms to insure optimal spacing.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers will extend how far their sub plans go out in case they become ill and are out of the building for an extended period of time.
- Encourage any staff that hasn't to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Review policies and practices related to handling animals in school or on field trips.
- Ensure students are appropriately vaccinated.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms we will use the sensory regulation room as a potential place of isolation, until their parents are able to pick them up from school or we are able to send them home in a car service.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24 hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with LDOH/DOH when a case or cases are known so that close contacts and sources can be identified. You can expect to help LDOH/DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness

- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re
- Determine process for re-opening schools or reconvening students • Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Paul Road Transition

Paul Road Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the student calm room across from a the nurses office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness

- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Rochester Tech Park

Rochester Tech Park Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room (next to Shannon Alvarado's office) and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness

- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Village Plaza

Village Plaza Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the staff break room across from a restroom and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness

- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Center for Workplace Development- CWD

CWD Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Post information related to preventative measures throughout CWD.
- Encourage students and staff to engage in effective preventative practices.
- Reinforce routine cleaning and sanitation practices.
- Develop response plan for +600hr job training programs (Dental Assistant, Medical Office Assistant, HVAC/R)

****COVID-19 SPECIFIC PLAN****

- Program suspension approved (3/12/20) by COE, NYSED, and USDOE
 - Length of suspension defined organizationally through Monroe 2-Orleans BOCES.
- Financial Aid calculations will need to be re-run with appropriate dates and other considerations as outlined by USDOE.
- Notify COE Advisory Boards of program changes and any business partner who may be anticipating internship starts.
- Notify COE and NYSED of program disruption and projected re-start date.
- Consider restructuring specific job training program calendars to prepare for outbreak (i.e. Nurse Assistant, Phlebotomy)
- Ensure instructors have current contact information for students.
- Send email to staff regarding checking voicemails from home.

Single Case (What are we doing when there is a confirmed case)

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Advise staff and students that are sick to stay home from work/class.
- Create a revised attendance policy in event of outbreak
- Increase social distances within classroom and office settings.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean all CWD offices and classrooms
- Determine who the staff/student was in direct contact with since symptoms were observed.
 - Begin conducting active screenings for illness in office.
- If single case occurs at RTP, coordinate with CTE partners to explore relocation options.
- Consider cancelling Literacy and ESOL courses until further notice.

Outbreak in School

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Adopt revised attendance policy.
- Suspend all Literacy, ESOL, Nurse Assistant, and Phlebotomy and Continuing Education programs until further notice.

- Suspend all non-essential programming and consider executing essential functions remotely.
 - General email accounts monitored by Linda Rice and Nicole Carpenter.
 - Main phone line message posted indicating closing and direct caller to CWD website for current information.
- Adopt response plan for +600 hour job training programs – Outlined in Preparation Stage.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean CWD Offices.
- Monitor main phone line messages, and inquiry emails submitted through CWD website.

Epidemic (What are we doing when many students and staff are infected)

- Follow all guidelines communicated through Monroe 2-Orleans BOCES,
- Follow all protocols outlined during Outbreak
- Develop re-entry plan
 - Cleaning protocol
 - Communication plan to students/staff

Critical Considerations:

Essential Function	Person Responsible	Technology Needs
Financial Aid	Mike DiPasquale	BOCES laptop / VPN
Payroll	Nicole Carpenter	BOCES laptop
Attendance (Only for Distance Learning)	Nicole Carpenter	BOCES laptop / XenDirect
Monitor main phone line / 1 st level response to website inquiries	Angela Capobianco (Nicole Carpenter/Linda Rice)	None

- Kryterion Testing needs to be postponed following guidelines listed above.
- Prometric Testing – Is any scheduled in the next 2-4 months?
- Program reporting – What State/Federal reports are coming due in the next 2-4 months?
- IPEDS
- CTEDS
- Consider mail delivery – Do we have Post Office hold mail? Do we have it redirected to ESC/CTE? Do we utilize essential personnel to handle incoming mail?

BOCES 4 Science

BOCES 4 Science Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Cleanliness: Personnel are reminded to:
- Wash hands regularly and for at least 20 seconds with warm water
- Use Monroe 2-Orleans BOCES provided hand sanitizer – particularly when transitioning between various tasks or when in common area (i.e. breaking down ESP kits)
- Clean personal work areas with Monroe 2-Orleans BOCES approved cleaning supplies (wipes, etc....) multiple times throughout the day in addition to regular and “deep” cleaning conducted by O & M personnel. Note: O & M will provide cleaning supplies approved for use at Monroe 2-Orleans BOCES.
- Increase social distances – including at workspaces and during breaks
- Stay home when sick – particularly when exhibiting symptoms consistent with COVID-19

Communication:

- Regular updates through weekly meetings at BOCES 4 Science, the Monroe 2-Orleans BOCES website, email, hard copy documentation, or other methods as appropriate
- Multiple posters are posted at entrances and throughout the building with information regarding COVID-19 and preventative measures
- Education regarding cough/sneeze etiquette
- Review of practices related to live materials at BOCES 4 Science
- Opportunities to meet with the BOCES 4 Science Director or Assistant Director to ask questions or clarify released information

Confirmed Cases (Single Case, Outbreak in School, Epidemic):

- Instructional: Professional Learning, Training, and Coaching
- In the event that Instructional Personnel are absent due to infection, then BOCES 4 Science will aim to, when possible:
- Support learning opportunities with other personnel – including administrative staff and other instructional staff part of the BOCES 4 Science Team (from Monroe 1 BOCES, WFL BOCES, or GVEP)
- Engage in digital learning opportunities via Zoom (or other digital communication)
- Reschedule learning opportunities
- Cancel (as a last option)

Students: BOCES 4 Science has 3-5 Work Based Learning Students. In the event that a student is exhibiting signs of COVID-19, he/she will use the office of the Director of BOCES 4 Science as an isolation room until the student can be transported back to his/her home district. At that point, O & M will be informed and will plan for a deep clean of the office.

Business/Internal Operations:

- In the event that Kit Processors and/or Stock Clerk/Couriers are absent due to infection, BOCES 4 Science will aim to continue production and shipping of resource kits to districts, when possible, by:
- Reorganizing Stock Clerks/Couriers and/or Kit Processors to support production and shipping of resource kits:
- This may include using Stock Clerks/Couriers to produce resource kits and Kit Processors to assist with shipping
- In the event that many staff are absent due to infection, then professional and office staff will support kit production and shipping as necessary
- In the event that Office Staff are absent due to infection, administrative staff (including the Director of BOCES 4 Science, Assistant Director of BOCES 4 Science, Production Manager, etc....) will support clerical functions including, but not limited to:
- Supporting districts throughout the process to lease kits
- Routine communications with district representatives and BOCES 4 Science staff
- Purchasing materials and supplies
- Note: BOCES 4 Science continues to cross-train personnel to support clerical functions

Pandemic:

- In the event that the infection is widespread and most or all BOCES 4 Science staff members are unable to work then most operations will need to discontinue until such a time as staff members can return to work
- Note: Resource kits cannot be produced and many internal computer systems cannot be accessed at home (programs specific to Inventory, Scheduling, and Production)
- Note: The Director of BOCES 4 Science and Assistant Director of BOCES 4 Science will be available to support digitally from home as necessary – including, but not limited to, communicating with staff, district representations, and supporting the Monroe 2-Orleans BOCES District Continuity of Operations

Business/Finance

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
- Payroll - Banking
- Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
- Cash Flow – Billing and Receivables
- Purchasing of Emergency Items
- 20-21 Budget – Changes from District Final Requests
- Workers' Compensation
- Essential Personnel have remote access to WinCap and banking as identified
- Cross training exists for critical functions

Single Case - Business as Usual

- Building Closed (Other than ESC) – Business As Usual

Epidemic/Pandemic

- BOCES Closed
 1. Payroll – Banking
 - Every 2 weeks, 2 people, 2 hours
 - Remote/On-Site as needed
 2. Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
 - Weekly, 1 person, 1 auditor
 - Invoice processing, Check printing and ACH payments
 - Internal Claims Auditing
 - On-Site as needed
 3. Cash Flow – Billing and Receivables
 - In-coming checks can be posted and deposited remotely but need access to mail. Both remote and on-site necessary.
 - Billing is On-Site as needed
 4. Purchasing of Emergency Items
 - Review credit card limits for key personnel - increase where needed
 - PO processing for emergency items – can be done remotely
 5. 20-21 Budget – Changes from District Final Requests
 - Alert departments when certified budget requests are received
 - Budgets can be updated and balanced remotely

6. Workers' Compensation

- Payment entry of awards of compensation
- Processing of indemnity payments must be done on-site minimum 1x per week
- Processing of mail, batching & processing on site as needed
- Processing of prescription medication
- In-house counsel able to attend virtual hearings remotely

Human Resources- HR

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
 - Run payroll
 - Print live paychecks and distribute them
 - Print paystubs and distribute them
- Identify Essential HR Staff
- Ensure necessary staff have remote access to WinCap
- Ensure cross training exists for payroll functions

Single Case

- Business as usual

Building Closed (Other than ESC)

- Business as usual

Epidemic/Pandemic

- BOCES Closed but ESC Building Open
 - Business as usual
- BOCES Closed and ESC Building Closed
 - Payroll to be run remotely
 - Direct deposit not affected
 - Paychecks can only be printed and distributed if payroll staff can access ESC
 - Paystubs can only be printed and distributed if payroll staff can access ESC

Communication and Technology Services- CaTs

CaTS Emergency Response Plan Annex

Technology – To provide support to the organizational technology infrastructure so key functions can operate effectively

Assumptions

1. Internet is operational
2. Power and Gas functioning
3. Telephone services operational
4. Roads open for travel

Support Scenarios

1. High Absentee Rate – staff and students – school remains open - CaTS staff will continue to respond to customer requests as needed

- As CaTS staff are impacted by illness/absent, remaining resources/staff will focus on highest priority requests and supporting critical functions

- Critical Functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet connectivity (IEP Direct/Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)
- viii. SchoolTool

2. Schools Closed

- CaTS staff will be on call to provide support to the following critical functions as needed

- Critical functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet Connectivity (Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)

Communications

Communications Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Single Case (What are we doing when there is a confirmed case)

- Work with administration to coordinate appropriate communication in conjunction with local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Before an outbreak occurs

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

During an outbreak

- Work with administration to continue to share the latest information from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

After an outbreak, schools and districts should:

- Work with administrations and local health officials to development consistent messages to share with the public through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Operations and Maintenance – O/M

O/M Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- O&M building cleaning staff are reminded of proper PPE's as they perform their scheduled cleaning routes.
- Staff will prioritize disinfecting all Restrooms, Classrooms and Common areas. Using approved cleaning supplies made available by O and M department.
- Alert Barb Swanson if there is a spike in staff absenteeism.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, O&M department cleaning staff will complete a deep clean (disinfecting) of the classroom, along with room where student was placed until dismal.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Continue to utilize cleaning practices as defined by contract and ISSA standards.

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school
 - Increase social distances within the school environment
 - Adapt attendance policies
 - Consider early dismissals
 - Develop a flexible schedule for essential personnel
 - HVAC mechanic has capabilities of reviewing and adjusting HVAC conditions and set points off site.

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can reopened
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with staff, and management on schedule for re-cleaning of building.



Building-Level Emergency Response Plan

Curriculum Materials Center (CMC)
35 Turner Drive, Spencerport, NY 14559

2023-2024

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THE BASIC PLAN

1. Introductory Material

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school/site shall have a Building-Level Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school/site safety personnel and other school/site personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The Building-Level Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the school/site ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

The following table includes names and titles of the Building-Level Safety Team members. The table may be expanded as needed to include all members.

Name	Title/Department	Ph. Number(s)
Thurley, Richard	Courier	617-2387
Nesci, Angela	CMC Coordinator	617-2387 / 750-6015

Various agencies and services are involved in responding to school/site incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School/site ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school/site. If Memorandum of Understandings (MOU) is created, a copy shall be maintained in Appendix D. Advanced planning should specify the type of communication and services provided by one agency to another.

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the Building-Level Emergency Response Plan and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within 30 days of adoption.

New York State Police
Headquarters – Field Command
Attn: Safe School/sites NY
1220 Washington Avenue, Building 22
Albany, NY 12226
Or by email to: info@safeschool/sites.ny.gov

Building-Level Emergency Safety Plans are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Record of Distribution

Copies of the Emergency Response Plan, including appendices and annexes are recommended to be distributed to your Building-Level Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the District Superintendent and any other persons deemed appropriate by the Building-Level Safety Team.

Distribution of the ERP shall be recorded in the following table:

Agency	Receiving Party	Date
Monroe 2-Orleans BOCES Emergency Officer	Douglas Comanzo	
Monroe County Sheriff's Office	Captain Pat Rojas	
Ogden Police Department	Chief Travis Gray	

Plan Review and Updates

8 NYCRR Section 155.17 (b) requires the Building-Level Safety Team to review its Emergency Response Plan annually and update it by July 1 as needed.

Each update or change to the plan shall be recorded in the following table.

Revision/Update/Amendment	Name	Date

2. Purpose and Situation Overview

School/sites are exposed to many threats, hazards and vulnerabilities. All of these have the potential for disrupting the school/site community, exposing students/staff to injury, and causing damage to public or private property.

Building-Level Safety Teams shall complete thorough threat assessments to identify circumstances in the school/site or near campus that may present unique problems or potential risk to people or property.

The interior and exterior portions of all school/site buildings, school/site grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff and students.

Develop Threat and Hazard-Specific Annexes to address each identified threat/hazard from your assessment. Included in the Threat and Hazard-Specific Annex section are examples of formats you may utilize while developing these annexes.

This table provides a list of potential threats that school/sites should consider when conducting a threat/hazard assessment.

Threat and Hazard Type	Example
Natural Hazards	<ul style="list-style-type: none">• Earthquake• Tornado• Lightning• Severe wind• Hurricane• Flood• Wildfire• Extreme temperatures• Landslide or mudslide• Winter precipitation• Wildlife
Technological Hazards	<ul style="list-style-type: none">• Explosions or accidental release of toxins from industrial plants• Accidental release of hazardous materials from within the school/site, such as gas leaks or laboratory spills• Hazardous materials releases from major highways or railways• Radiological releases from nuclear power stations• Dam failure• Power failure• Water failure
Biological Hazards	<ul style="list-style-type: none">• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis• Contaminated food outbreaks, including Salmonella, botulism and E. coli• Toxic materials present in school/site laboratories

Adversarial, Incidental and Human-Caused Threats

- Fire
- Active shooter
- Criminal threat or action
- Gang violence
- Bomb threat
- Domestic violence and abuse
- Cyber attack
- Suicide

Planning Assumptions and Limitations

Stating the planning assumptions allows the school/site to deviate from the plan if certain assumptions prove not to be true during operations. The Building-Level Emergency Response Plan is established under the following assumptions:

- The school/site community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school/site affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school/site property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school/site to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the Building-Level ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school/site's readiness to respond to incidents.

3. Concept of Operations

The overall strategy of a Building-Level Emergency Response Plan (ERP) is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school/site generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school/site will be delegated the authority to direct all incident activities within the jurisdiction of the school/site. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander.

8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System. This chain of command shall be documented in the table included in Appendix B.

Initial Response

School/site personnel are likely to be the first on the scene of an incident in a school/site setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (police, fire or EMS). Staff will seek guidance and direction from the school/site district and emergency responders.

Any staff or faculty member who sees or is aware of an emergency shall activate the ERP.

4. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions. The included titles and responsibilities are for illustrative purposes and should be edited to meet the needs of your school/site as necessary.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school/site relies on other key school/site personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with their role and responsibilities before an incident occurs.

Principal

The principal (or their designee) will serve as the Incident Commander and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this Emergency Response Plan (ERP)
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Keep the District Superintendent informed of the situation

Teachers, Substitute Teachers and Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff and other individuals
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander
- Obtain first aid services for injured students from the school/site nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved
- Render first aid or CPR if certified and deemed necessary

Teaching Assistants and Aides

Responsibilities include:

- Assisting teachers as directed
- Actions to ensure the safety of students

Counselors, Social Workers and School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School/Site Nurse and/or Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians and Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school/site
- Execute assignments as directed by the Incident Commander

Principal's Secretary and Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school/site records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Bus/Van Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

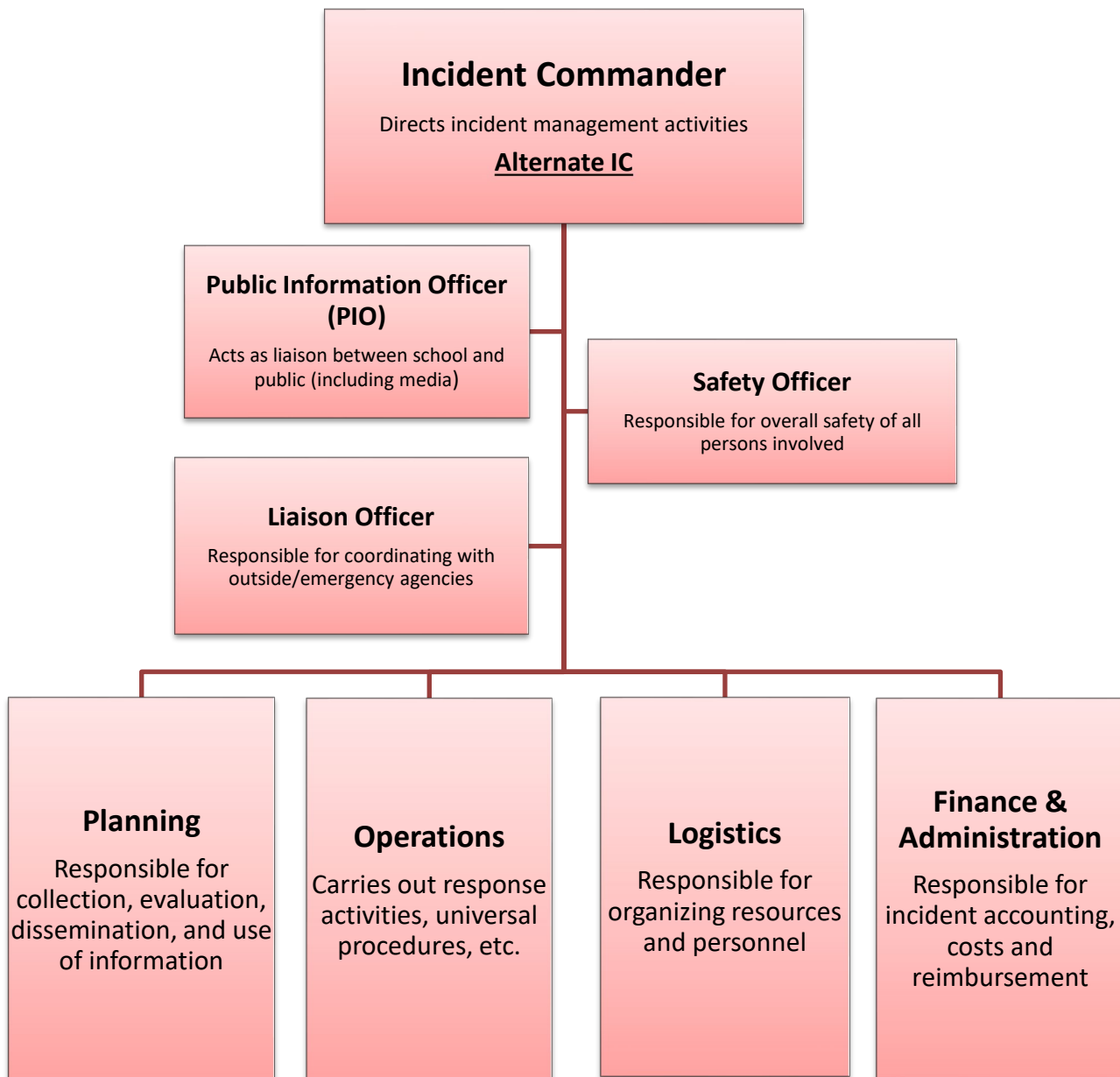
- Encourage and support school/site safety, violence prevention and incident preparedness programs within the school/site
- Participate in volunteer service projects for promoting school/site incident preparedness
- Provide the school/site with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the school/site or district

5. Direction, Control and Coordination

School/Site Incident Command System (ICS)

To provide for effective direction, control and coordination of an incident, the Building-Level Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS).

Staff members are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The school/site ICS is organized as follows:



See Appendix B: Incident Command System for a listing of individuals designated to fill the Command Staff roles.

School/site Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

A. Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/ Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

B. Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

C. Planning Section

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities

D. Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school/site and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

E. Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school/site records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

Coordination with Responders

The Building-Level Emergency Response Plan (ERP) may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school/site. The agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school/site Incident Commander to a responding agency will occur.

Source and Use of Resources

The school/site will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school/site establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

See Appendix D: Memoranda of Understanding (MOU).

6. Information Collection, Analysis and Dissemination

The school/site will collect, analyze and disseminate information during and after an incident.

Types of Information

During an incident, the school/site will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school/site will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school/site will also monitor the school/site district information portal, to determine any information pertinent or critical to the school/site's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

7. Training and Exercises

The school/site understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school/site personnel and community responders are aware of their responsibilities under the Building-Level Emergency Response Plan (ERP), the following training and exercise actions should occur.

Training

All school/site staff, students and others deemed appropriate by the school/site should receive training during the school/site year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school/site year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency.
- Annual training
 - Review ERP with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
 - Conduct student briefings on roles they perform during an emergency (if applicable)

Drills and Exercises

At a minimum, the school/site will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school/site year.
- 8 NYCRR Section 155.17 (e)(3) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

- One lockdown drill – announced (first marking period)
- Three lockdown drills – unannounced (following first announced drill)

Lockdown drills will be conducted internally to ensure that school/site staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated safe areas within each room. Where possible, the school/site should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school/site will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the

conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school/site is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill.” This will ensure that all involved recognize that this is a drill and not a real incident. Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service. This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Use this table to document training and drills associated with this ERP including exercising of this ERP and informing faculty and staff of their roles within ICS.

Type of Training/Drill	Date of Training/Drill	Agencies Involved
Building-Level Safety Team Mtg		Monroe 2-Orleans BOCES
Lockdown Drill		Monroe 2-Orleans BOCES
Readiness Check		Monroe 2-Orleans BOCES
Tabletop Drill		Monroe 2-Orleans BOCES
Fire Drill		Monroe 2-Orleans BOCES

8. Administration, Finance and Logistics

Agreements and Contracts

If school/site resources prove to be inadequate during an incident, the school/site will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school/site district and school/site officials. Copies of these agreements are located in Appendix D.

Documentation

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school/site budgets and to share these costs with the Superintendent and BOCES Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school/site operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

9. Authorities and References

The following are State and Federal authorizations upon which this School/site ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe School/sites Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school/site emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to Appendix B for the defined chain of command
- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component

FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School/Site Emergency Operations Plans.

The functional annexes within this section should provide school/sites with a comprehensive set of guides for responding to and functioning during an emergency. Each Building-Level Safety Team should assess and develop annexes to meet the unique needs of each school/site building.

Functional annexes that make up the SHELL acronym provide standard language and procedures, and are intended to be transferable to school/sites statewide and modifications are not recommended.

- Shelter-in-Place
- Hold-in-Place
- Evacuation (required per 8 NYCRR Section 155.17 (e)(2)(i))
- Lock-out
- Lock-down

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school/site comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The Building-Level Safety Improvement Team also recommends that school/sites complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

1. Shelter in Place

Objective

A shelter in place describes a course of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Procedure

- Shelter in place will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring you to shelter in place.
Please stop what you are doing and follow these instructions.
Provide specific incident instructions
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school/site building.
- If issued a two-way radio, take it with you and monitor channel one.
- If the situation is not a threat to the exterior of the building, students between classes or outside of their classroom for other reasons should be instructed to return to their class.

Additional Considerations for Shelter in Place

The Building-Level Safety Team should consider the following when reviewing the current plan or developing new policies and procedures. Add necessary actions appropriate for your response.

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to shelter in place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate annex or annexes as needed.
- Notify all concerned parties when the shelter in place is lifted.

2. Hold in Place

Objective

A hold in place may be initiated if there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires student and staff movement be limited. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Procedure

- Hold in place will be announced by intercom, public address (PA) system, or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring you to hold in place.
Please stop what you are doing and follow these instructions.
Provide specific incident instructions
- Students in hallways, bathrooms or other common areas will return to their classroom
- If the hold in place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All available staff members will assist in maintaining order and accounting for students.
- If issued a two-way radio, take it with you and monitor channel one.
- Remain in position until further instruction is given or remaining in place compromises safety.

3. Evacuation

Objective

This annex focuses on the courses of action that the school/site will execute to evacuate school/site buildings and grounds. Included are school/site policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Procedure

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a public address (PA) system or bullhorn.
- Consider using language similar to this in your announcement:
Your attention please; we need to evacuate the building.
Teachers are to take their students to their designated assembly area.
Teachers take your class roster. Take attendance when safe to do so.
- Call or designate another to immediately call 911 to give notice that the school/site has been evacuated.
- Notify appropriate district staff that an evacuation of the school/site has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate annex or annexes as needed to respond to the situation.
- Designate staff with assigned two-way radios and/or cell phones to assist in evacuation procedures.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school/site by bell system, radio transmission, public address system, designated staff, or bullhorn.

Name	Radio and/or Phone Number
Nesci, Angela	Radio/617-2387 / 750-6015

Evacuation – Building Only

- Determine evacuation routes based on location of the incident and type of emergency (see floor plans).
- Ensure all locations have designated secondary escape routes
 - Identify escape windows or other means of escape
 - Designate alternate routes
- Evacuate Students/Staff with special needs
 - Identify disabled/wheelchair accessible routes
 - Address needs of other disabilities: autism, visually-impaired, hearing-impaired, etc.
- Student/staff Self-Evacuation: in the event that students find themselves out of the supervision of faculty or staff.
 - Student/staff self-evacuate through nearest evacuation route or exit.

- Students report to nearest assembly area and nearest teacher/staff. (If applicable)
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area.

Designated Evacuation Assembly Areas (on school/site grounds)

Building, Wing or Location	Evacuation Area
All	CMC parking lot

- Account for all students. Immediately report any missing or injured students to the school/site Incident Commander.
- The greeter shall take the visitor log and student sign-out sheet to evacuation assembly area.

Evacuation – Off School/Site Grounds

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school/site grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building-Level Safety Team determines appropriate off-site evacuation areas prior to an actual incident. Preplan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.
- Notify all assembly areas to evacuate to offsite location.
- Describe the method by which students and staff will get to the offsite location (walk, travel by bus, etc.)

Off-Site Location		Address	Facility Contact
PRIMARY	Educational Services Center	3599 Big Ridge Road	Front desk 352-2400
SECONDARY	WEMOCO	3589 Big Ridge Road	Front desk 352-2471
TERTIARY			

Evacuation – Outdoors

Building occupants are required to quickly evacuate the building when the fire alarm is activated or there is an announcement to evacuate. One exception to this is if the building is in emergency lockdown and then the fire alarm is activated. This has been used by threatening individuals to encourage those behind locked doors to come out. Deciding to do so is a decision each person will need to make on their own. One rule of thumb is that in such situations if smoke is smelled or fire is observed then attempting to evacuate may be necessary. In some cases a window evacuation may be an option.

Incident Commander Actions:

- Announce the need to evacuate the building.
- Provide additional information as needed.
- Arrange for the main entrance sign in log to be taken to the staging area if no Greeter is on duty at the time of the incident.
- During inclement weather decide if staff and students will evacuate to another building.

- Instructions will be given as to whether staff should walk to the evacuation location or if transportation will be forthcoming.
- Announce that the building is now clear and safe to reenter.

Staff Actions:

- If issued a two-way radio, take it with you.
- If you are in a room evacuate according to the sign located in the room unless the path takes you past an area of concern in which case use the next closest exit.
- If you are not in a room immediately exit the building at the nearest point.
- Do not first retrieve your personal belongings before evacuating.
- Staff shall be responsible for clearing the hallway, including bathrooms.
- Gather at your designated evacuation site.
- Administrators will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.
- No one will reenter the building until cleared to do so by the Superintendent or designee.

Evacuation – Another Building

This procedure is used when the occupants must leave the building they are in because of a concern for the safety of those inside. If outside conditions prevent staging there then another building will be contacted to arrange for the evacuees to be housed as long as needed.

Incident Commander Actions:

- Contact the building administrator of the building to which staff and students will be evacuating to.
- Announce the evacuation of the building to either an evacuation area or to another building as is appropriate.
- Notify evacuees of the decision to move to another location or building if and when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff and students shall first report to their evacuation area after evacuating the building for any reason. Await further instructions.
- If issued a two-way radio, take it with you.
- When instructed to do so staff and students will walk in an organized fashion to the host building and remain there until further instructions are given.
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – by Means of Bus Transportation

This procedure is used when the occupants must leave the building they are in because of a concern for the safety of those inside and outside conditions prevent occupants from safely evacuating or walking to another building.

Incident Commander Actions:

- Contact the Transportation Director and request transportation for staff.
- Announce the evacuation to either an evacuation area or to board awaiting buses.
- Notify evacuees of the decision to board buses to be sheltered or moved to another location or building if and when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff shall first report to their evacuation area or to board waiting buses, after being instructed to evacuate the building for any reason.
- If issued a two-way radio, take it with you. Further instructions will be given at that time.
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – Return to Buildings or Grounds

No students or staff shall return to school/site buildings or grounds until advised to do so by the Incident Commander or appropriate officials. In the event that emergency response services (police, fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, which will then make the decision to allow students and staff to return to the building or grounds.

4. Lockout

Objective

Lockout describes the courses of action the school/site will execute to secure school/site buildings and grounds during incidents that pose an imminent concern outside of the school/site. The primary objective of a lockout is to quickly ensure all school/site staff, students, and visitors are secured in the school/site building away from the outside danger.

Procedure

Initiate Lockout

- Lockout will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring the school/site to lockout
All outdoor activities are cancelled. Please continue regularly-scheduled indoor activities.

Execute Lockout

- All outdoor activities shall cease and be immediately moved indoors.
- As soon as all students and staff are in the building, all exterior doors shall be locked.
- Normal activity will continue within the building unless directed otherwise.
- It is not necessary to turn lights off or to close blinds unless directed.
- If issued a two-way radio, take it with you.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by administration. Activate annex or annexes as needed to respond to the situation.

5. Lockdown

Objective

Lockdown describes the courses of action school/sites will execute to secure school/site buildings and grounds during incidents that pose an immediate threat of violence in or around the school/site. The primary objective of a lockdown is to quickly ensure all school/site staff, students and visitors are secured in rooms away from immediate danger.

Lockdown is not a stand-alone defensive strategy. Executing a lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Procedure

Initiate Lockdown

- Where possible, lockdown will be announced by intercom, public address (PA) system or otherwise.
- Do not use codes, cards or colors. Lockdown must be immediate and deliberate; the announcement of a lockdown shall be as follows:
 Lockdown! Lockdown! Lockdown!
- Call 911.
- If issued a two-way radio, take it with you.
- In the event of an immediate threat to safety is recognized, such as a person armed with a gun in the hallway, any faculty or staff shall raise the alarm and initiate a lockdown.

Execute Lockdown

- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- If safe, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your area.
- Lock your door(s) and turn lights off if possible
- Have students/staff move to the designated safe area of the room and remain silent.
- Leave blinds as they are. Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively and take the following action during a lockdown:
 - Do not allow anyone, under any circumstance, to leave your secured area.
 - Do not answer or communicate through your door or classroom phone.
 - Silence cell phones and limit use to only relay pertinent information to emergency responders, (i.e., description/location of active shooter/victim injuries).
 - Do not respond to fire alarm unless actual signs of fire are observed.
 - Document and attend to any injuries to the best of your ability.
 - Take attendance and include additions and missing students' last known location.
 - Do not respond to public address (PA) system or other announcements.
- Procedures should be in place to re-direct buses in the event of a lockdown.

Lockdown will only end when you are physically released from your room or secured area by law enforcement.

6. Crime Scene Management

Objective

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school/site property as required in 8 NYCRR Section 155.17 (e)(2)(viii).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Procedure

Respond: Ensure your personal safety first, then if possible, formulate a plan and make mental notes.

Evaluate: Evaluate the severity of the situation, call 911 if appropriate. Identify involved parties. Be aware of weapons, hazards, and potential evidence. Don't touch anything unless absolutely necessary to preserve safety.

Secure: Clear away uninvolved people. Establish a perimeter that prevents people from entering the potential crime scene.

Protect: Safeguard the scene – limit and document any people entering the area. Don't use phones or bathrooms within the crime scene area. Don't eat, drink or smoke in the crime scene area.

Observe: Write down your observations as soon as is safe to do so. Record detailed information – don't rely on your memory. Notes will aid first responders upon arrival and could be utilized in court.

Notify: Call 911 if not already called or police are not on scene.

Document: Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture. Be prepared to provide your notes and information to police.

7. Communications

Objective

This annex includes communication and coordination during emergencies and disasters, both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation per 8 NYCRR Section 155.17 (e)(2)(i).

The Building-Level Emergency Response Plan (ERP) must include policies and procedures governing school/site incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school/site community and the media.

Types of Communication

Communication between School/Site and Emergency Responders

The school/site will contact and maintain communications with emergency responders during an incident. The school/site Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform and/or other means necessary described in the Building-level Emergency Response Plan (ERP) to notify the principal/designee of the school/site on status and needs. The school/site and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Communications Matrix

When a crisis happens the following procedures should be followed to ensure communication between members of the emergency response teams, administrators and all others having a role in dealing with the emergency at hand:

- Any person becoming aware of a situation which creates an immediate danger to students and staff shall notify the District Superintendent and 911 if appropriate to do so.
- The District Superintendent shall notify the assistant superintendent, coordinator of safety and security and as necessary, building principals/directors and the communications manager.
- The communications manager, in coordination with the District Superintendent, shall communicate written messages to the news media.

❖ Internal Communications

The school/site has identified a school/site person who will:

- Follow the communications policies and procedures established by the school/site.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in coordination of media communications.

Communication between School/Site Officials and Staff Members

School/site personnel will be notified when an incident occurs and will be kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve.

The following methods of communication may be utilized to disseminate information internally when appropriate:

- Text Message/E-mail System: A text message or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time. Staff will also have the opportunity to address any misinformation or rumors.
- Mass notification device such as *ConnectEd*.
- Two-way radio.
- Two-way public address (PA) system communications is provided from all school/site classrooms to the main office.

Communication between School/site Officials and Students

Communication of emergency information between school/site officials will primarily take place through the school/site's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Mobile Device Applications
- Flyers/letters

❖ External Communications

School/site officials must communicate with the larger school/site community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school/site about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

- Before an incident occurs
 - Inform parents on how to access alerts and incident information.
 - Inform parents that the school/site has developed an Emergency Response Plan (ERP), its purpose and its objectives.
NOTE: Detailed response tactics should not be shared if they will impede the safe response to an incident.
 - Information will be included, as necessary, on the district website.
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident
 - Disseminate information in various ways such as text messages, e-mails, radio announcements, website and *ConnectEd* to inform parents about what is known to have happened.
 - Implement a plan to manage phone calls and parents who arrive at the school/site.
 - Describe how the school/site and school/site district are handling the situation.

- Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school/site will resume.

Communications with Media

In the event of an incident, the school/site Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer (PIO) and/or participate in a joint information effort to:

- Establish a media staging and reception area away from the school/site and any established incident command post, evacuation site or reunification site
 - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school/site would be deemed impracticable due to the nature and severity of the incident.

Pre-designated Media Staging Areas

Media Staging Area	Address	
LOW IMPACT	Suburban Disposal	22 Turner Drive
HIGH IMPACT	TBD by law enforcement	

- Provide regular updates to the media and school/site community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor the release of information and correct misinformation.
- Coordinate messages with the Incident Commander or PIO.
- Prepare information to be released by briefing, news release or web posting.

8. Medical and Mental Health Emergency

Objective

This annex describes the courses of action that the school/site will implement to address emergency medical and mental health counseling issues. School/sites should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the Emergency Response Plan (ERP) with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. School/sites should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

Receiving Assistance from Government Officials

By contacting 911, the system for coordinating the delivery of assistance from both the county and local agencies shall be activated.

Procedure

When a medical emergency occurs, time is critical for the person experiencing the emergency. Remember to act quickly and get medical help on the way as quickly as possible.

Incident Commander Actions:

- The principal/director or designee will activate the Building-Level Emergency Response Team if warranted.
- If an ambulance is responding, the Incident Commander or designee will assign someone to meet the ambulance crew at the entrance and escort them directly to the victim if appropriate to do so.
- The Principal/Director will initiate a Hold-In-Place if appropriate to do so.

Staff Actions

- Any staff member who discovers a medical emergency will immediately contact 911 and request an ambulance if necessary.
- The staff member will then immediately contact the principal/director or designee.
- If activated, Emergency Response Team members should retrieve an automated external defibrillator (AED) and other emergency supplies as available and respond to the situation.
- If possible, arrange for someone to stay with the person experiencing the emergency.
- If you have a two-way radio, take it with you.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures:

- Instructions on where emergency medical supplies (e.g. first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post-Incident Response Team table in Appendix C with appropriate staff.
- Procedures on sharing and reporting information about unusual situations, if warranted.
- Addressing the immediate, short, and long-term counseling needs of students, staff and families.
- Location where counseling and psychological first aid will be provided.
- A plan to have counselors available to assist students if necessary.

Add actions as needed.

9. Accounting for All Persons

Objective

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Procedure

Incident Commander Actions

- The Incident Commander (IC) or designee will assign an individual to contact each evacuation site to coordinate and prepare a master list of names and locations of those present or missing from each evacuation site.
- The assigned individual will also contact the person securing and holding the building visitor log book. Information contained in the visitor log book will aid in accurately preparing the master attendance and missing lists.

Staff Actions

- Each department head, or if no department head is present, each department head secretary shall begin to document in list form each person that is present or missing from the evacuation site, when safe to do so.
- If believed to be known the whereabouts of a missing person shall be noted on the list.
- Lists shall be continuously updated as necessary to reflect up to date information.
- Each department head, or if no department head is present, each department head secretary shall be prepared to provide list information to the Commands Posts assigned person contacting the site for such information.
- The names of any missing students, staff or visitors will be reported to the Incident Commander/Command Post as soon as possible.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures

- Taking attendance and reporting to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Reporting to the Incident Commander when a student, staff member or guest cannot be located.
- Dismissal of students if they have been relocated in the building.

Add actions as needed.

10. Reunification

Objective

The reunification annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Procedure

Designate a reunification site. Use the table below to designate primary and secondary reunification sites.

Pre-designated Reunification Site		Address	Contact
PRIMARY	Suburban Disposal	22 Turner Drive	352-3900
SECONDARY	Educational Services Center	3599 Big Ridge Road	Front desk 352-2400

Reunification will only occur after permission has been granted to do so by the law enforcement agency or fire department commanding the incident.

Incident Commander Actions

- After receiving notification from the police and/or fire department, reunification may begin. The Incident Commander will direct the implementation of the reunification process.

Staff Actions

- Set up three distinct areas close by but out of sight of each other and away from the media staging area.
 - Parent/guardian check-in area (see below)
 - Reunification area
 - Student/staff holding area
- Setup will include signage and/or barricades to protect those present and the integrity of the process.

Areas will only be established after consulting with the emergency incident commander, (police, fire or other emergency official), to make certain the areas chosen are safe.

- Parent/guardian check-in area
 - This is where parents will receive initial instructions and a preprinted and perforated form to complete.
 - Staff will confirm that the person is on the preapproved list to pick up the student.
 - The parent/guardian will be required to show photo identification to prove their identity. Anyone without a photo ID will be asked to move to another line where other methods will be used to confirm identification.
 - The runner will re-check the parent/guardian's ID and then have the parent/guardian sign the form and include the date and time of the release. Parents/guardians will be instructed to leave the area promptly after signing out their student to make room for others.
- Reunification area
 - If the student is not present and the student's location is unknown, or if the student is being medically treated or is deceased, the runner will first inform a counselor in the reunification area of the student's status.
 - The runner will then escort the parent/guardian to meet with the informed counselor in a private mental health area nearby.

- The counselor will inform the parent/guardian as needed in the private area away from other parents. The school/site psychologist or other designee will coordinate this activity with emergency response personnel.
- Student/staff holding area
 - If after a reasonable period of time a student has not been picked up by a parent/guardian staff will attempt to contact those listed on the student's incident release card. If still unsuccessful in contacting a parent/guardian, staff will solicit the assistance of the police to resolve the matter, if necessary.
 - Students 18 years of age and older and who are not injured may sign themselves out and leave on their own but this is not advisable without first having the student speak with a counselor, if the release follows a tragic event.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures.

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the special needs students who may be significantly impacted by the stress of the incident. Additional support staff may be required to support these students.
- Obtaining sign boards and preparing forms and signs in advance to direct parents to an area.
- Advising parents well in advance of the reunification process, especially as it pertains to their responsibilities such as producing photo ID when picking up a student.
- Preparing hard copies of student rosters, schedules and daily attendance to eliminate the need of computers in the event they are not available.
- Security should ensure the safety of those present as well as the integrity of the process.
- Setting a minimum number of required staff members to be available at each area to ensure adequate family assistance and student security.
- Equipping each team member supervising the students with a list of the students assigned to him or her, complete with the names of the students who were absent at the start of the school/site day as well as those who left prior to the incident.
- If evacuation to an off-site location is deemed necessary to protect student safety and to expedite reunification, all parents/guardians will be notified of the location change and provided information on accessing the site. The basic infrastructure and procedures in place for student release will still be implemented as they would be for an on-site reunification center.
- All printed materials should be translated into the languages understood by the parents of every child attending the school/site.

Add actions as necessary.

11. Continuity of Operations Plan (COOP)

Objective

This annex describes how the school/site and district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security and continuity of teaching and learning.

Procedure

The Post-Incident Response Team has developed the following procedures for dealing with post-incident response:

Short Term

The Post-Incident Response Team will include building supervisor(s) and other available staff as appropriate. The Operations & Maintenance crew will secure any parts of the building that may have incurred damage or needs to be cordoned off for a criminal investigation. Operations & Maintenance will also determine the building restoration activities. The team will review the incident and develop minutes, which will reflect areas for improvement for future events.

Long Term

The building supervisor(s) and professional staff will observe students and review with faculty any long-term stress that students or staff may exhibit. The director of Operations & Maintenance will evaluate the facilities after an incident to determine additional needs. Long-term response needs will be included by the team in annual updates to the plan.

12. Recovery

Objective

The purpose of recovery is to return to normal the learning environment and district infrastructure. Students and physical structures become the main focus. One of the main goals of recovery is to provide a caring and supportive school/site environment. Paramount is the emotional needs of the students and staff and the quick return to the business of learning. Recovery can be a lengthy process as individuals recover at their own pace.

Procedure

- The Incident Commander activates the Trauma, Illness and Grief (TIG) Team and decides if other outside agencies may be required to assist with student counseling needs.
- Conduct daily briefings with staff.
- Students/staff are monitored for emotional impact.
- Identify what follow-up interventions are needed by students and staff.
- Parents will be kept informed of efforts being made to attend to student safety as well as their emotional needs and what counseling services the district and community have to offer families.
- Plan how anniversaries of events will be commemorated.
- Conduct safety audits and determine what is in need of repair or replacement.
- Determine how to secure buildings which are not usable.
- Take photos or videos of the damage areas.

13. Security

Objective

The purpose of security is to ensure the protection of students and staff as well as district owed property. Efforts will be made to prevent unauthorized entry into the building by the use of the following methods:

Procedure

- All staff and visitors must wear ID badges at all times while on campus and at school/site-sponsored functions of-site. Visitors shall also be required to sign in upon entering a building during normal school/site hours.
- All doors are locked during the school/site instructional day.
- Limiting access for all persons to a minimum number of entrances.
- Being cognizant of strangers in the building and stopping visitors who have not properly registered or are not wearing proper ID badges or displaying a proper visitor pass.
- Providing adequate lighting in all areas.
- Controlling pedestrian traffic in buildings with doors to force visitors into main offices or to a staffed greeter station.
- Video surveillance camera systems where installed shall be used as needed for the continuance of the safety and protection of the building's occupants and its contents.
- Access control systems where installed will be used to restrict entry into buildings to those having a valid right to do so. Building administrators will assist in determining who shall have such rights at their building and to what degree the rights shall extend.

THREAT AND HAZARD-SPECIFIC ANNEXES

The threat and hazard-specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and hazard-specific annexes do not repeat content, but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School/site staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

The school/site should customize threat and hazard-specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school/site evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

1. Active Shooter Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an active shooter on school/site grounds or in the school/site building.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school/site grounds or in the school/site building.

An active shooter or armed assailant on school/site property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school/site is a crime scene and will require a thorough search and processing.

Core Functions

In the event of an active shooter, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Activating the Emergency Response Plan (ERP)

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the Emergency Response Plan (ERP) immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions such as lockdown or evacuation depending on the situation.
- Notify law enforcement; provide location and description of the shooter if possible.

- Notify school/site buses to not enter the area.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.

Staff Actions:

- Use extreme caution.
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Make appropriate notifications; provide description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

2. Bomb Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a bomb threat.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school/site buildings or grounds. 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.

Core Functions

In the event of a bomb threat, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff. Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a command post if necessary.
- Determine what procedures should be activated depending on the nature of the threat.
- Issue instructions such as shelter in place or evacuation depending on the situation.
- Notify law enforcement, provide threat details.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether school/site will be closed or remain open.
- Notify school/site buses to not enter the area.

Staff Actions:

- Implement the appropriate response procedures to keep students safe.

- Police may enlist the assistance of school/site staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Do not touch or handle any suspicious object, bag or container.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

Actions of Individual Receiving Bomb Threat:

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA.
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes.
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone.

3. Intrusions and Threats of Violence

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an intrusion or threat of violence.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an intrusion or threat of violence.

Core Functions

In the event of an intrusion or threat of violence, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an intruder in or around the building or any imminent threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiates functional annexes as are appropriate.
- Activate communications annex.
- Notify school/site buses to not enter the area.

Staff Actions:

- Determine whether the person is a legitimate visitor.
- If you are uncomfortable approaching a person be sure to immediately report the person to the Incident Commander.
- Escort all visitors to the greeter station to sign in and obtain a visitor ID.
- If a person is suspected of posing a threat do not approach and immediately contact the Incident Commander.
- Do not engage the person in a confrontation. Take steps to ensure your safety and that of any students.
- Identify the person, person's location, and note if any weapon is visible or suspected.
- Contain the situation and, if possible, remove all innocent persons.

4. Severe Weather

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of severe weather.

Scope

When a severe weather warning is received, staff may be notified to escort students to safe areas in the building.

Core Functions

In the event of severe weather, school/sites will contact emergency services agencies for their assistance as needed. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a severe weather warning will notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiates functional annexes as are appropriate.
- Activate communications annex.
- Announces to staff of an impending weather concern.
- Arranges for outside students and staff to be notified of the event and to return to the building.
- Decides if the concern is severe enough and time allows to complete an early dismissal or if sheltering inside the building or relocating to another building is the most appropriate course of action.

Staff Actions

- If issued a two way radio monitor channel one or two if you have it.
- In general move to a lower level and a less glass enclosed area.
- Avoid wide expanses of open space.
- Close any blinds to shield from glass and debris.
- Duck and cover procedures, or sheltering under desks shall be implemented if necessary.

5. Gas Leak

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a gas leak.

Scope

During a gas leak it is important to exit the building as quickly as possible. Remember to not turn on or off any electrical switches or devices. Do not exit past an area where the leak is believed to be originating.

Core Functions

In the event of a gas leak, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a gas leak should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Call 911 and notify Operations & Maintenance and Rochester Gas & Electric to report the leak.
- Initiate functional annexes as are appropriate.
- Activate Communications Annex.
- Announce the evacuation of the building away from the affected area. Do not use the fire alarm to activate evacuation if you have a bell type alarm. Make certain to state the reason for the evacuation so those inside are aware that they should not use any electrical devices. Consider using a runner(s) to announce the evacuation.
- Arrange for the main entrance sign in log to be taken to the staging area if no greeter is on duty at the time of the incident.
- Notify school/site buses to not enter the area.

Staff Actions:

- Immediately notify the Incident Commander if you believe there is a gas leak.
- Be prepared to evacuate to your designated area as soon as directed to do so.
- Do not use light switches or other electrical devices to reduce the chances of a spark.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the Incident Commander.

- The Director of Operations & Maintenance may turn off of gas to the building and assist in determining the source of the leak as well as establish a repair plan.

6. Chemical Spill

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a chemical spill.

Scope

For chemical spills inside and outside the building

Core Functions

In the event of a chemical spill, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a chemical spill should notify the Incident Commander as soon as possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify Operations & Maintenance and the Emergency Response Team and set-up a command post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Determine if the spill warrants evacuation of the building.
- Decide if the assistance of outside agencies may be required depending on the nature of the spill.
- Direct the air intake to be shut off and sealed if necessary for outside spills.
- Notify school/site buses to not enter.

Staff Actions:

- Keep students away from the spill and notify the Incident Commander immediately.
- Prepare to evacuate the building should the announcement to do so be made.
- If instructed to do so upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the command post.
- For hazardous chemical spills outside, consider sheltering students inside.

7. Fire and Explosion

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a fire or explosion.

Scope

Any staff or student who sees smoke or fire is directed to pull the fire alarm to evacuate the building per the Building-Level Evacuation Plan. The principal/director or designee shall notify 911 to insure the alarm was received.

No one shall re-enter the building until such time as the fire department has determined it is safe to reenter. The District Superintendent or designee shall be the only individuals authorized to notify staff that the building has been deemed safe to re-enter by the fire department.

Core Functions

In the event of a fire or explosion, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a fire or explosion should locate to a safe area and call 911 at once to report the incident. Upon completion of the 911 call the individual should notify the Incident Commander.

Appropriate announcements shall be made and the Superintendent shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Notify school/site buses to not enter the area.
- Upon completion of the incident, notify staff that the building has been deemed safe to re-enter by the fire department.

Staff Actions:

- Upon activation of the building fire alarm system all faculty, staff and students will immediately exit the building and proceed to their predetermined evacuation area. Close the door to the room you exited.
- Do not allow anyone to first stop to pick up belongings.
- Staff shall be responsible for clearing the hallway, including bathrooms.

- If issued a two-way radio, take it with you.
- Remember to quickly but orderly move far enough away from the building so as not to cause a bottle neck for those still trying to exit the building or interfere with responding emergency vehicles.
- Upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the command post.

8. Biological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a biological threat such as anthrax or the like.

Scope

If a biological threat is received via telephone, the recipient shall record information on the telephone threat checklist if possible. If a letter or package is received which threatens a biological exposure the recipient shall follow the staff actions set forth below.

Core Functions

In the event of a biological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a biological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Calls 911 for assistance and follow the directions regarding the movement of students and staff.
- Direct the shutting off of ventilation systems to limit air movement if the threat warrants it.
- Notify school/site buses to not enter the area.
- Announce an evacuation of the building if appropriate to do so.

Staff Actions

- If the threat is a letter or package, immediately close it, cover with a box or larger envelope and avoid further contact.
- Immediately prevent persons from leaving or entering the room.
- Notify the Incident Commander.
- Avoid touching face or mucus membranes until they can thoroughly wash with soap and water.
- Reduce air movement by shutting off fans and closing windows.

9. Radiological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a radiological threat.

Scope

Procedures shall most likely be shelter in place or early dismissal.

Core Functions

In the event of a radiological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a radiological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify staff to follow procedures as advised by the county coordinator.
- Notify school/site buses to not enter the area.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the county coordinator.

10. Epidemic and Pandemic

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an epidemic or pandemic.

Scope

Subsequent to such a problem being identified and brought to the attention of the Incident Commander.

Core Functions

In the event of an epidemic or pandemic, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an epidemic or pandemic should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify the school/site doctor, and public health officials. The public health officials and the school/site doctor shall provide recommendations for the school/site to follow.
- Advise staff and students of the public health officials' and school/site doctor's recommendations to follow.
- Provide information to the media regarding what the present actions of the district are.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the public health officials' and school/site doctor's recommendations.

11. Hostage Kidnapping

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a hostage or kidnapping.

Scope

For hostage-taking and kidnapping cases. There are two primary types of abduction:

- Kidnapping: taking of a person by abduction
- Custodial interference: a relative of a child less than 16 years, who intends to hold such child permanently or for a protracted period of time and, knowing that he/ she has no legal right to do so, takes or entices such child from a lawful custodian, (i.e. school environment)

Core Functions

In the event of a hostage/custodial interference, school/sites will contact emergency services agencies for their assistance. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of Hostage/Kidnapping should notify the principal/director as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiate functional annexes as necessary.

Staff Actions:

- Immediate contact the building administrator who will call 911.
- Administrator may initiate school lockdown.
- Gather pedigree information regarding missing child.
- Try to identify any potential witnesses – This is crucial to the success of locating the child quickly and unharmed.

12. Civil Disturbance

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a civil disturbance.

Scope

For any type of civil disturbance inside or outside of school/site(s), such as riots, sit-ins, racial conflict or long altercations.

Core Functions

In the event of a civil disturbance, school/sites will notify the District Superintendent and 911 if necessary. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware a civil disturbance should notify the principal/director as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiate school lockdown if necessary.
- Follow up with the District Superintendent and the coordinator of safety and security, the police and community leaders and other appropriate parties for opening school the next day.
- Update staff before school begins.
- Consider calling in counselors to be available the next day.
- Initiates functional annexes as are appropriate

Staff Actions:

- Keep the command post advised of any additional information
- Gather information as to what is taking place, number of people involved and intentions of the group..
- Move away from the areas where the confrontations may occur.

13. Bus Accident

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect from further injury students/staff and school property as well as procedures to follow in the event of a bus accident.

Scope

Bus drivers shall contact the transportation supervisor who will notify the transportation director. The director will advise.

Core Functions

In the event of a bus accident schools will contact emergency services agencies for their assistance.

Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to further injury. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place (on bus)
- Evacuation (from bus)
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a bus accident shall notify the principal/director as soon as possible. Appropriate notifications shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify the building administrator.
- Assign a designee to respond to the hospital if students need to be transported there.
- Provide information to the media regarding the plan implemented by Monroe 2-Orleans BOCES.
This will usually be done in conjunction with the home district or may be done by the home district.

Staff Actions:

- The driver, if possible, will immediately notify the transportation supervisor.
- The driver will ensure the students are in no further danger.
- The driver will request assistance from fire, ambulance and police as is appropriate.
- The driver will initiate the Accident Report Procedure with the first priority being to establishing a list of names of students on the bus.
- The transportation supervisor will notify the Incident Commander.
- Building Administrators after being notified will notify parents of children who were injured or shall be late arriving home.
- Parents will be encouraged to not respond to the scene of the accident.

APPENDICES

The appendices are included for the purpose of documenting vital information necessary for emergency response. These tables should be completed with the requested information or a suitable replacement inserted in their place. This information should be continually updated to avoid confusion and delay during emergency response.

Appendix A – Communications

The following tables should be completed with the requested information. Expand tables to include all information as needed.

Building – Administrative Staff

Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
Nesci, Angela	CMC Coordinator	617-2387	750-6015	YES	NO

Building – Faculty

Name	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
Thurley, Richard	617-2387		Yes	No

Building – Support Staff

Room	Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified

District Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Comanzo, Douglas	Coordinator, Safety & Security	851-9283	352-2777	NO
Sleight, Travis	Director, Operations & Maintenance	406-0162	352-2655	NO
Security on Duty	Safety & Security	305-8890		NO

Transportation Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Pease, Heather	Transportation	617-2720		

External Contact Information (Non-Emergency)

Agency	Contact Person	Primary Contact	Alternate Contact	Safety Team Member
State Police	Major Brian J. Ratajczak	911	398-4100	NO
MC Sheriff's Office	Captain Pat Rojas	911	753-4470	NO
Ogden Police	Chief Travis Gray	911	617-6131	NO
Fire Department	Chief Tom Clark	911	303-1460	NO
State Edu. Dept.	Rosanne Groff	518-474-3906		NO

Appendix B – Incident Command System (ICS)

The following tables include name and contact information of command staff and locations of command posts.

Incident Commander

	Name	Title/Department	Contact
PRIMARY	Nesci, Angela	CMC Coordinator	750-6015
SECONDARY	Martorana, Barbera	Director of Exceptional Children	617-2448
TERTIARY			

Safety Officer

	Name	Title/Department	Contact
PRIMARY	Outhouse, Nichole	Assistant Director of Exceptional Children	617-2450
SECONDARY	Thurley, Richard	Courier	617-2387
TERTIARY			

Liaison Officer

	Name	Title/Department	Contact
PRIMARY	Martorana, Barbera	Director of Exceptional Children	617-2448
SECONDARY	Outhouse, Nichole	Assistant Director of Exceptional Children	617-2450
TERTIARY			

Public Information Officer

	Name	Title/Department	Contact
PRIMARY	Dawe, Stephen	Communications Manager	355-5967
SECONDARY			
TERTIARY			

Command Posts

	Interior	Exterior
PRIMARY	Office	Parking lot
SECONDARY		Suburban Disposal
TERTIARY		

Appendix C – Emergency Response Teams

8 NYCRR Section 155.17 (e)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. The following tables are provided for the documentation of those teams your school/sites ERT and PRT, please add additional tables if other response teams are utilized.

Emergency Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Nesci, Angela	CMC Coordinator	617-2387	750-6015
Martorana, Barbera	Director of Exceptional Children	617-2448	
Outhouse, Nichole	Assistant Director of Exceptional Children	617-2450	
Thurley, Richard	Courier	617-2387	

Post-Incident Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Nesci, Angela	CMC Coordinator	617-2387	750-6015
Martorana, Barbera	Director of Exceptional Children	617-2448	
Outhouse, Nichole	Assistant Director of Exceptional Children	617-2450	
Thurley, Richard	Courier	617-2387	

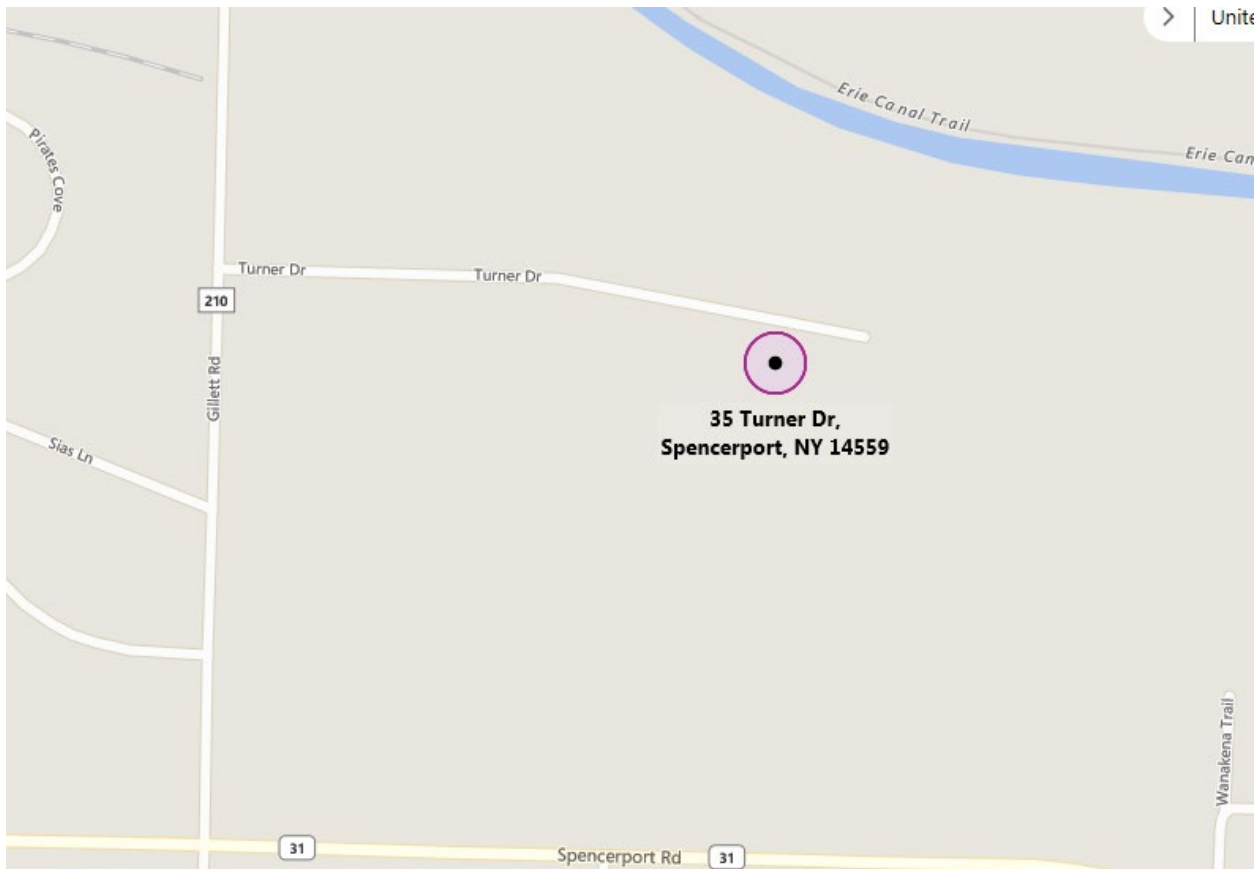
Appendix D – Memoranda of Understanding (MOU)

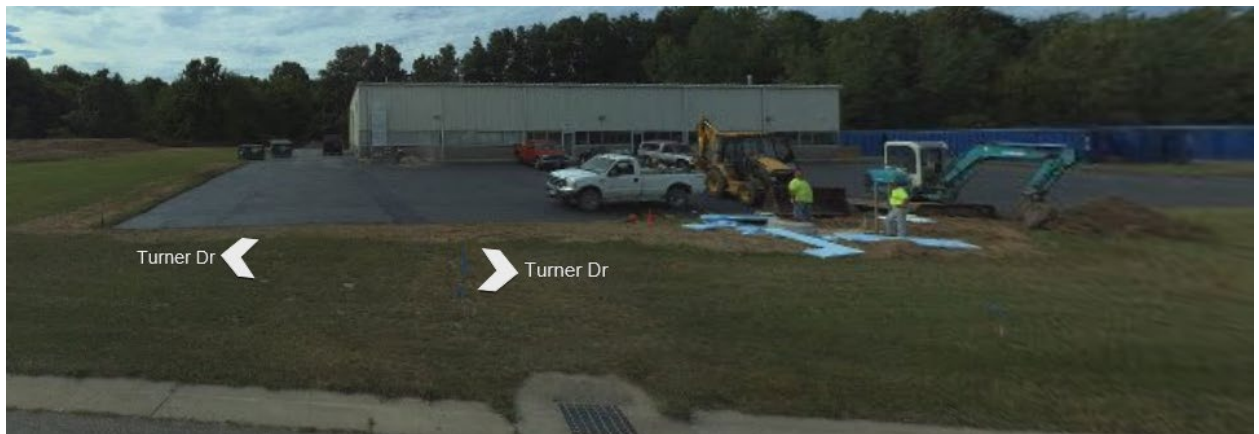
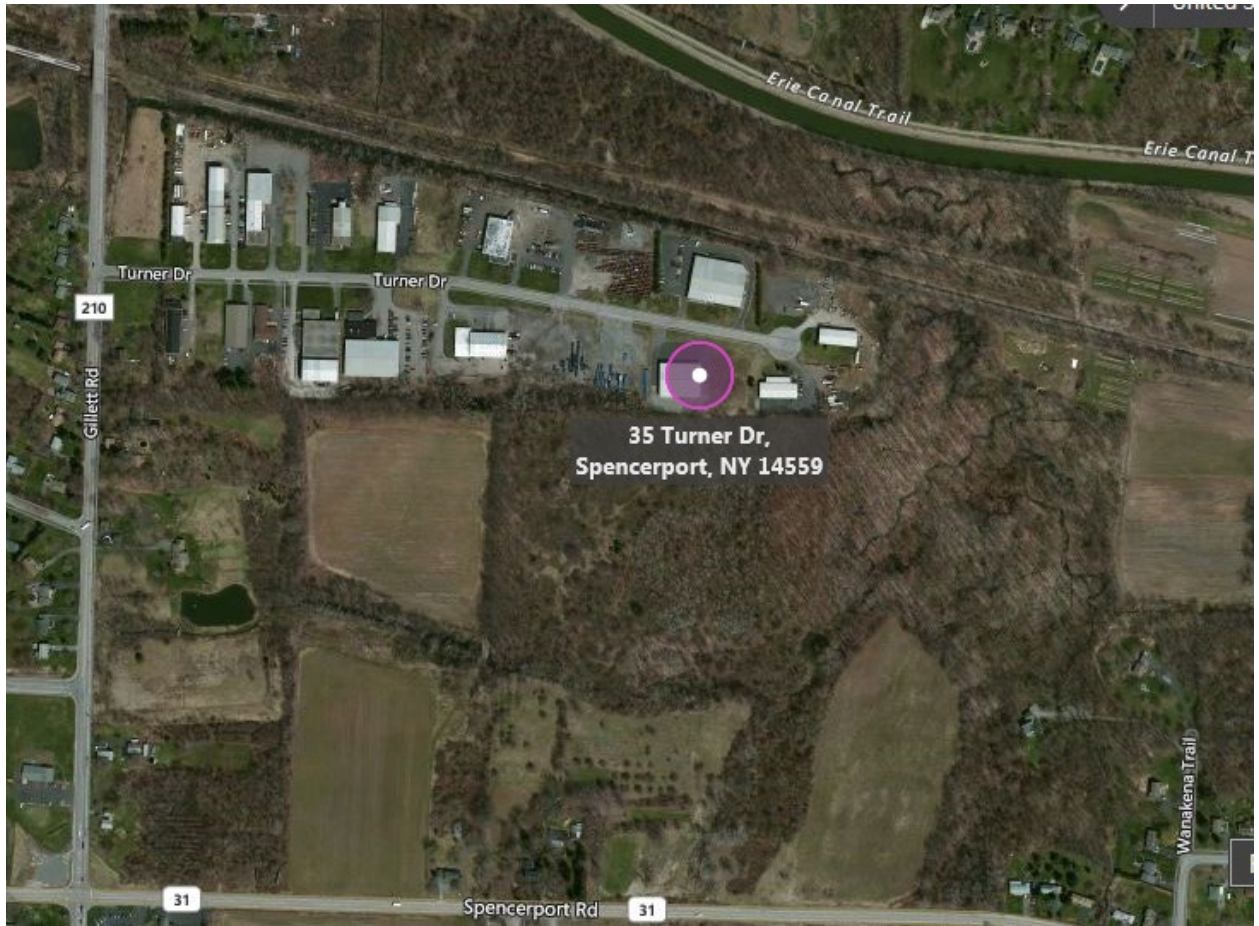
Appendix E – Master Class Schedule

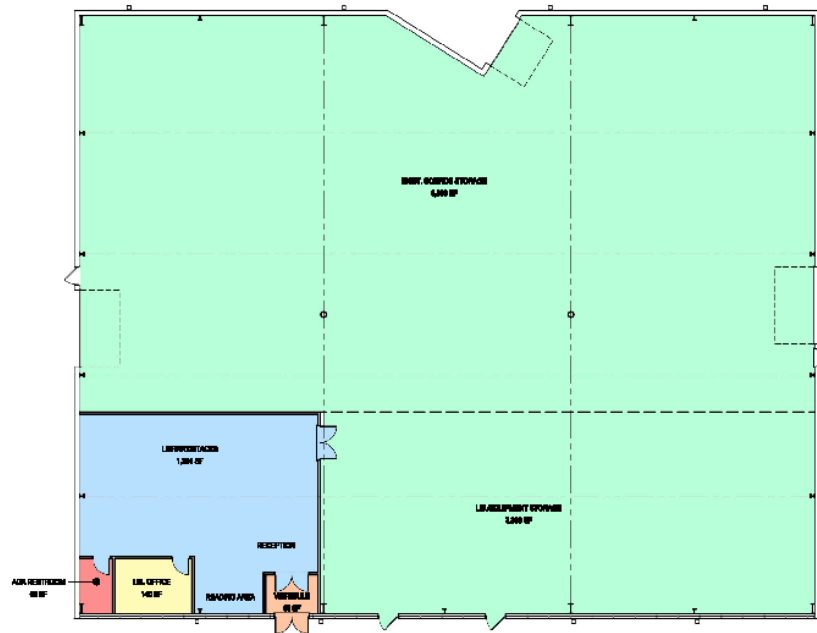
Not applicable to this site.

Appendix F – Building/Grounds and Local Road Maps

8 NYCRR 155.17 (e)(2)(iii) Procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school/site interior, school/site grounds and road maps of the immediate surrounding area.

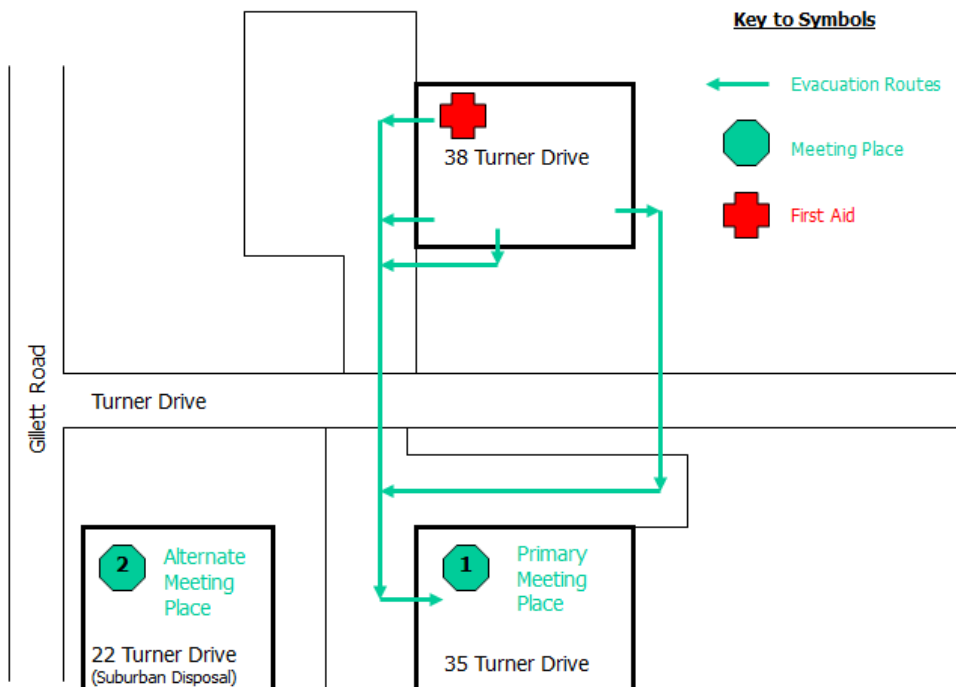






FLOOR PLAN CONCEPT 2 - 35 TURNER
SCALE: 1/16" = 1'-0"

Map of Building Evacuation Routes



Appendix B
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Utility Shut-Off Map

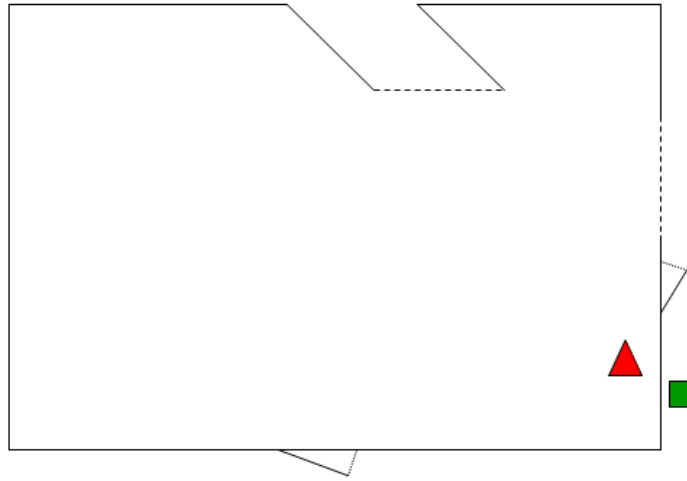
Elementary Science Program
35 Turner Drive, Spencerport, NY 14559

Emergency Shutoffs

 Electric

 Gas

HVAC shutoffs are at the Electrical shutoff



Appendix F
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Appendix G – Students/Staff/Guests with Special Needs

Room No.	Persons with Special Needs	Description of Needs

Appendix H – Mental Health

Symptoms of mental health disorders vary depending on the type and severity of the condition. Many times changes and concerns can be addressed simply by contacting the family and asking that they follow up with a health care provider. At times, however, symptoms may be more severe and pose a mental health emergency. Possible signs that someone is having a mental health emergency are as follows:

- Confused thinking or change in typical style of interacting
- Increased anger and/or mood swings
- High emotionality and/or inability to cope in the moment
- Behaving recklessly in a manner that poses a risk to self or others
- Expressing feelings of worthlessness or hopelessness
- Making statements or gestures indicating that s/he wishes to harm self or die
- Making statements or gestures threatening to harm others
- Questionable influence of drug or alcohol use affecting current behavior

If a person is demonstrating any of the aforementioned signs of a mental health emergency, they should be taken seriously and immediate action should be taken. The program supervisor should be notified and a Risk Threat Assessment Plan may be activated.

Possible actions include:

- Call Security/911 if an immediate threat to student/staff safety is present.
- Arrest and/or mental hygiene arrest may be warranted.
- Isolate individual as much as possible and maintain supervision at all times
- Contact parent/guardian for student removal with recommendation to seek assessment and treatment, either through pediatrician, community-based mental health provider, mobile crisis team, and/or visit to emergency room if suicidal ideation or safety concern is present.
NOTE: Parent or guardian must be contacted in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide
- If student can be maintained on school grounds, consider contacting Mobile Crisis team (via Lifeline at (585) 275-5151).
NOTE: Family is charged a co-pay/fee when this is used on behalf of a student.

Appendix I – Violence Prevention

You can increase your ability to recognize early warning signs by establishing close, caring, and supportive relationships with students so that you know them well enough to note changes in their behavior patterns. Be aware that one of these signs alone may not be an indicator but one sign may lead you to look for more signs. Try to understand violence and aggression within context (culture/family background) avoid stereotypes, view warning signs within a developmental context, and understand that a child may typically exhibit multiple signs.

Early Warning Signs for Students at Risk:

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Having been a victim of violence
- Feelings of being picked on and persecuted
- Low interest in school/poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Impulsive or chronic hitting, intimidating, and bullying
- History of discipline problems
- Past history of violent/aggressive behavior and/or violence toward peers
- Intolerance for differences/prejudices
- Drug and/or alcohol use
- Caregivers have a history of drugs/alcohol involvement
- Peer group reinforces antisocial behaviors
- Learned attitudes accepting aggressive behavior as normal and effective in solving problems
- High level of violence in the home, neighborhood, or media
- Poor attendance and numerous school suspensions
- Affiliation with gangs
- Difficulty with social skills and poor peer relations
- Easily influenced by others/tendency to copycat
- History of parental rejection, inconsistent discipline and lack of supervision
- Difficulty controlling impulses and emotions
- Inappropriate access to, possession of, and use of firearms
- Serious threats of violence
- Poor personal hygiene
- Cruelty to animals
- Setting of fires
- Lack of remorse or empathy others

Imminent Warning Signs:

- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage for minor reasons
- Detailed threats of lethal violence

- Possession and/use of firearms and other weapons
- Self-injurious behaviors or suicide threats/expressions of hopelessness
- Irrational beliefs and ideas
- Verbal, non-verbal, or written threats or intimidation
- Fascination with weaponry/bombs and/or violent acts
- Expression of plan to hurt self or others
- Externalization of blame
- Unreciprocated romantic obsession
- Fear reaction among fellow students or faculty
- Drastic changes in belief systems
- New or increased stress at home or school
- Inability to take criticism
- Feelings of being victimized
- Intoxication from alcohol or drugs
- Violence toward inanimate objects
- Steals or sabotages projects or equipment
- Lack of concern for the safety of others

If you suspect that one of your students is exhibiting signs or is at risk of violence, contact your supervisor immediately.

Monroe 2-Orleans BOCES has a Threat Assessment Plan in place that can be activated to address related issues.

Appendix J – Bomb Threat Report Data Sheet

Date: _____

Time: _____

Your name: _____

Position: _____

Phone: _____

Exact wording of the threat:

Questions to ask:

1. When is the bomb going to explode?

2. Where is the bomb 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? Why?

7. What is your name and address?

Threat Information:

Gender of caller: _____

Race of caller: _____

Age of caller: _____

Length of call: _____

Number at which threat call was received:

Number from which threat call was made:

Threat Language:

___ Electronic	___ Foul language
___ Incoherent	___ Irrational
___ Taped	___ Well-spoken
___ Other _____	

Caller's voice:

___ Accent (type): _____	
___ Angry	___ Calm
___ Crying	___ Deep-breathing
___ Disguised	___ Excited
___ High-pitched	___ Intoxicated
___ Loud	___ Low-pitched
___ Nasal	___ Slow
___ Soft/whisper	___ Stutter
___ Other _____	

Background noises:

___ Animal(s)	___ Airplanes
___ Cell phone	___ Factory noises
___ House noises	___ Music
___ Static	___ Traffic
___ Voices (describe) _____	



Monroe 2-Orleans BOCES

PANDEMIC PLAN

**Updated
June 2, 2020**

Defining the Plan

According to the World Health Organization (WHO) pandemic is a world wide spread of a new disease. (Feb 2020 WHO website)

Influenza pandemic occurs when a new influenza virus emerges and spreads around the world. Most people have no immunity.

The Purpose of the Guide

The purpose of this document is to assist in managing the impact of an influenza, pandemic or other Department of Health reportable illness, if one should transpire, that affects the BOCES 2. This document focuses on two main strategies which include:

- Sustaining educational functions.
- Reducing the spread of the illness within school facilities.

This guide provides procedures to address:

- Communication to schools from external sources regarding a pandemic illness and internal communications within the school.
- Activities to reduce the spread of the illness:
 - Reducing the risk of infected persons entering BOCES 2 Schools, including: students, staff and all visitors.
 - Student spacing – reducing person-to person interactions.
 - Social distancing – reducing or postponing school events or activities.
 - Cleaning and disinfecting school facilities.
 - Educating parents/students/staff to address potential concerns.
 - Address those students/employees that may become ill while at school as well as those who may have been exposed to a virus.

Prevention

- Disseminating information regarding:
 - Prevention strategies.
 - Other public health guidance provided by governmental agencies.

- Maintaining School Functions:
 - Identify essential staff and school functions.
 - Plan for absenteeism of students and/or staff members.
 - Communicate to parents/guardians/students/staff.
 - Education for employees/students/parents/guardians regarding the pandemic.

The District-Wide Health & Safety Committee

Management of Operations

- The District-Wide Health & Safety Committee and District Superintendent/designee, including Nursing Department Chairperson/designee and Occupational Health Nurse will be responsible for the pandemic plan.

- The Communications Manager will be responsible for communications as directed by the District-Wide Health & Safety Committee.

- If necessary, the District-Wide Health & Safety Committee will be assembled. This team will be responsible for the implementation of the pandemic plan.

- If necessary, the District Superintendent/designee may initiate an Incident Command Center at the ESC Building to manage the pandemic plan. The command center will collaborate with the BOCES 2 Physician, the Monroe County Health Department, Component Districts and other local, county and state agencies.

- Planning by the District-Wide Health & Safety Committee will include input from the BOCES 2 Physician and the Nursing Department Chair/designee, Occupational Health Nurse, teachers, administration, parent representatives and other members of the community as appropriate.

- The District-Wide Health & Safety Committee will review the local emergency response and public health plans. The review of the District's communicable disease policies and procedures will be completed by the Chief Emergency Officer, BOCES 2 Physician and the BOCES 2 Nursing Department Chair/designee and Occupational Health Nurse.

- The necessary Personal Protective Equipment (PPE) will be provided, as available and used as directed by the Monroe County Health Department, CDC, NYSDOH Our communicable disease regulations refers to guidance from NYSDOH & local Health Department.
- All staff absences will be monitored by individual building administration. Any spikes or excessive absences will compiled and sent to the Director of Human Resources.
- The Nursing Department Chair/designee will be responsible for reporting Upper Respiratory Illness (URI) student absences to the District Superintendent's Cabinet.
- Upon notification to the District Superintendent/designee by the Monroe County Public Health Department that a pandemic is occurring, the District-Wide Health & Safety Committee will:
 - * Set up prominent notices at all facility entry points advising students and visitors, not to enter if they have Upper Respiratory Illness (URI) like symptoms or other identified criteria.
 - * Educate employees, students, parents and visitors on how to stop the spread of the virus by disseminating the appropriate information to each school. The information will then be placed in conspicuous places (including entrances, bulletin boards, meeting rooms and restrooms). Notices should contain hygiene information regarding hand washing, cough and sneeze etiquette and student spacing.
 - * The district website will be used for periodic health updates and advisories. Connect Ed will be used as warranted to process rapid notifications to staff and families in the community.
 - * The Monroe 2 BOCES Director of Operations & Maintenance, in cooperation with the Nursing Department will take measures to ensure the presence of PPE & hygiene related supplies, for employee and student use and OSHA approved cleaning supplies for employee use.
 - * Decisions on how and when to operate the school system with a significant shortage of staff and students will be made by the District Superintendent/designee. Such a decision will be made in conjunction with the Monroe County Health Department, the NYS DOH, Centers for Disease Control, the Component School Districts and the Monroe 2 BOCES Nursing Department Chair/designee when appropriate. These decisions may also consider alternatives such as staggered school times, changes to busing and telecommunications. Criteria for implementing containment measures, such as but not limited to

cancelling of events and other mass gatherings, will be determined by the District Superintendent/designee in collaboration with local, State, and Federal guidelines.

- * Procedures to assure continuity of instruction will depend on the variables of the pandemic event. Alternative methods of instruction may include web-casts, e-mail, television or radio broadcasts or other alternative methods. In some cases, a decision may require prolonged school closure and complete postponement of instruction until a later date, such as during previously scheduled vacations. Each BOCES 2 instruction site has formulated continuity of instructions plans to be included in each of the sites Emergency Response Plans (ERP).

Communication for Schools

- * Monroe 2 BOCES has aligned its pandemic plan with the Monroe County Health Department, as well as the Federal and New York State Department of Health and Human Services and the Centers for Disease Control. Pandemic guidance will be consistent with these agencies' recommendations in order to coordinate an appropriate response and to avoid causing unnecessary concern.
Key features include: Working closely with the Monroe County Health Department and establishing communications mechanisms among BOCES 2 School Personnel, Component School Districts and with the community at large.
- * The primary communication channel will be the Monroe County Public Health Website located at <http://www.monroecounty.gov/health-index.php>. Specific information for schools will also be made available both through the aforementioned website and through the Monroe 2-Orleans BOCES Website.
- * The District Superintendent/designee and/or Communication Group Manager will act as spokesperson(s) for the district. Communication channels will be used according to the nuances of the pandemic which may include: website information, school and district newsletters, e-mail and the district's automated telephone message system (Blackboard Connect). All staff will be advised to refer outside media inquiries directly to central office. Scripts for building office staff, nursing, and teaching staff will be provided when appropriate for a consistent message to be given out to everyone.
- * Communications to employees will be placed in each individual school

emergency plan. The Building Administrators will advise the employees in advance where to find up-to-date and reliable information about pandemics. While efforts will be made to inform staff in a timely fashion of all new developments, during actual outbreaks and especially during high district level problem-solving that may take time, minor communication delays may occur. Building Administrators will remind staff that they should only regard official district communications as valid and that patience by all may be required and will be appreciated.

- * Upon authorization of the District Superintendent/designee, communications will be made via the district's automated telephone message system, e-mail, and/or the Monroe 2-Orleans BOCES website, www.monroe2boces.org.
- * The Communications Manager will provide links to the Monroe County Health Department website, the Federal and the New York State Department of Health and Human Services, and the Center for Disease Control that will be disseminated via e-mail and/or the BOCES 2 website www.monroe2boces.org.
- * The Nursing Department Chair/designee and Occupational Health Nurse, in cooperation with the Communications Manager, will provide educational communications regarding best health care practices and community resources related to specific pandemic.
- * The District Superintendent/designee will provide communications regarding school policies for employee's compensation and sick leave absences, mandatory exclusions, and enforcement that may be unique to a pandemic.

Reducing the Spread of Illness

- * The dissemination of information pertaining to the district's Pandemic Preparedness and response plan will be made available on the BOCES 2 website.
- * The district will have rapid and accurate communications. Communications will strive to reduce panic and address the potential for fear and anxiety that the students and/or families may have as a result of rumors or misinformation.
- * To the greatest extent possible, the BOCES 2 will disseminate

information for parents about the potential impact of a pandemic on school functioning. Families will be advised at the start of each school year to have a family emergency plan in place for childcare and intra-family communication in the event of prolonged school closure, as well as to keep the district accurately informed of all emergency contacts as they may change over the year.

- * To the greatest extent possible, the district communications will be culturally and linguistically appropriate to meet the needs of all students/families.
- * The Nursing Department Chair/designee will compile a list of medically fragile students. In the event that the illness spreads, these families will receive verbal and/or written notification.

Student Spacing (social distancing)

Student spacing refers to use of physical distance among students and exposure time among individuals to reduce the spread of illness between people. In the event of a pandemic, BOCES 2 will distribute education and guidance on student spacing to all staff, students and parents according to CDS Guidelines.

Where possible, please consider the following student spacing strategies:

- Spacing student's desks / work surfaces
- Limiting group activities and interaction between classes.
- Creating an isolation room adjacent to, or in close proximity of the health office to maintain symptomatic students, while awaiting transportation home.

School Cleaning

- * Frequent and routine cleaning will remain a best practice. BOCES 2 will follow the local, state, and federal guidelines for cleaning practices during a pandemic outbreak. Specialized cleaning solutions may not be necessary. Therefore, standard cleaning products and soap and water may be adequate to disinfect most surfaces. OSHA approved products will be used according to manufacturer's instructions to ensure adequate amounts of appropriate drying periods are followed.
- * Appropriate ventilation, such as opening windows, to the facility will be used to ensure a clean learning atmosphere.

- * The Director of Operations & Maintenance will establish a schedule for cleaning and changing filters of the heating/air conditioning systems. This should occur more frequently during a pandemic.
- * To the greatest extent possible, staff will be advised not to share telephones. If it is essential that they are shared, they should be disinfected and use approved cleaning solutions always maintaining good hand hygiene.
- * Details regarding cleaning solutions can be found located on the fact sheets at the Monroe County Department of Health Website.

Educating Students/Staff/Parents to Inform and Address Concerns

It is likely there will be anxiety regarding the pandemic influenza, and this may contribute to increased absenteeism and/or increased distress to students, parents and staff. Suggested methods to address this include:

- * Educating those involved in the BOCES 2 preparedness and ongoing management efforts.
- * Provide timely updates to students, parents, teachers and other relevant parties.
- * During a pandemic, continue to educate staff, students and parents regarding the progress of the pandemic, its avoidance, and its effects.
- * As needed, work with local resources and local public health officials to assure support mechanisms are readily available. (For example: counselors, mental health, social services and faith based resources.)

Managing Illness in Staff, Students or Visitors

- * The Building Administrators, based on central office guidance, will post information on what to do if people get sick while at school.
- * BOCES 2 Administration, in conjunction with the Communications Manager, will inform staff and students regarding symptoms of the illness.
- * The BOCES 2 Physician in collaboration with the Nursing Department Chairperson/designee & Occupational Health Nurse will review and approve BOCES 2 Infection & Exposure Control Manual for managing suspected or confirmed illness, including identification criteria, infection control, personal protective devices, and exclusion criteria.

- * If a student becomes ill or if someone observes that another person is exhibiting symptoms of URI at school, staff will direct the student to the health office for evaluation and when indicated by the school nurse, ensure that the ill person leaves the school as soon as possible, and does not return until the exclusion period has been lifted. Ill students should wear a mask, as tolerated and wait in the isolation room until dismissed or picked up from school.
- * To the greatest extent possible, the transportation of ill students will be done by a parent and/or guardian. If the student is transported by a bus, a mask should be worn by the effected student, as tolerated.
- * Parents of ill students will be directed to seek medical care. The BOCES 2 Physician and/or School Nurse Practitioner will advise nursing staff on complicated cases, following the recommendations of the Local County Health Department.
- * Staff that become ill while at work will, immediately don a mask and proceed with self-isolation. They will contact their supervisor and they will leave their worksite as soon as possible.
- * Parents and/or students, as well as staff members, will adhere to guidelines set forth by the Monroe County Health Department regarding standard baselines for staying home and when they may return to school. Supervisors and Building Administrators working in cooperation with teaching and nursing staff will enforce mandatory exclusions.
- * The Nursing Department Chair/designee will report early dismissal and/or absence to NYSDOH, local DOH, and/or designated reported entity, on a daily basis as requested.

Continuity of Operations

The BOCES 2 Business Continuity Plan will be utilized should it be required during a pandemic.

Required Personnel

- * All district-level administrators – to assist with communication, work with other agencies and plan accordingly.

- * All Building Administrators – to assist with communication, building guidance and enforcement, and planning with district level administration.
- * Secretarial staff – to assist in carrying out the plan of action as directed by the district office and building administrator.
- * All Operations & Maintenance staff members – to ensure a safe, clean environment.
- * All nursing staff members – to assist in planning and promoting safe and healthy environments; to identify and manage staff and student illness; to assess, stabilize, and triage individuals with URI, and to assist the Building Administrators in enforcement of mandatory exclusions.
- * All budgetary and payroll issues that arise due to a pandemic will be addressed according to state and federal law, school district policy and the idiosyncrasies of the pandemic.

Alternative Education Methods

Monroe 2 BOCES reserves the right to educate children based on the details of the pandemic.

Alternative modes of education may be delivered by: web-based learning, e-mail, television/radio broadcasts and/or U.S. Postal Service. Alternatively, postponement of instruction with make-up sessions over previously planned vacations may be required based on local, state and federal guidance, as well as the feasibility of extended out-of-school instruction.

School Pandemic Maintenance

- * The District Pandemic Plan will be reviewed and revised annually by the District-Wide Health & Safety Committee
- * The plan will be tested periodically. Relevant agencies, such as the Monroe County Health Department, may be involved in the test.

Appendices

1. Instructional

- Career Technical Education (CTE)
- Westside Academy
- Exceptional Children
 - Exceptional Children Learning Center / ADL House
 - Ridgecrest Academy
 - Exceptional Children Westview
 - Village Plaza
 - Paul Road Transition
- Center for Workplace Development (CWD)

2. BOCES 4 Science

3. Business

4. HR

5. CaTS

6. Communications

7. Operations and Maintenance

Instructional

Career Technical Education- CTE

CTE Emergency Response Plan Annex

Pandemic Plan

Stage: Preparations before confirmed case/LEVEL 1 (*Actively Monitoring-No Cases locally*)

- Staff reminded to go home/stay home if sick
- Staff and students encouraged to use good infection control practices, proper hand washing live demonstrations by CNA students and staff, proper hand washing video shared across department
- Education about proper use of masks
- Reviewed O&M cleaning and disinfecting practices and schedule for improved collaboration
- Hand sanitizer and disinfecting wipes made available across the department
- Isolation room identified (Main Conference Room)
- Staff asked to consider social distances if/when appropriate or possible without causing unnecessary concern
- Lists compiled of all upcoming events/activities beyond classroom instruction
- Events/activities reviewed on a case-by-case basis
- Staff encouraged to consider creative WBL activities as alternatives to external activities
- Staff encouraged to review instructional technology options and consider expanded use (Schoology, Remind App, P drive), implementation support offered by Instructional Specialists and colleagues with extensive experience using the technology
- Staff asked to expand sub plans and collaborate with colleagues so student cohorts can be merged if necessary
- Staff encouraged to review curriculum maps and consider units/lessons requiring less lab/application in case on-line learning is necessary
- Staff surveyed to determine computer and internet access at home, laptops prepared and sent home on Friday with staff lacking technology at home
- Staff advised to know passwords and confirm access to resources for use at home, email with Technology Tips shared across department
- Staff asked to review steps necessary to close classrooms for extended periods of time and communicate concerns with administration
- Attendance secretaries (student and staff) asked to alert administration to increased absences or clusters
- Office staff asked to review daily and weekly tasks and confirm that a colleague is cross-trained on all necessary tasks
- Staff advised to update contact information with HR for communication purposes (especially if they did not receive notification about the recent snow day)
- Staff encouraged to process direct deposit request

- Communication with families who opted out of hand sanitizer use at start of school year to confirm desire to continue opt out
- Agency-wide communication to families

Stage: Strategies for single or minimal confirmed case(s)/ LEVEL 2 (*Containment-Cases identified locally*)

- Level 1 practices continue
- WBL activities in large healthcare facilities cancelled
- Classrooms in healthcare facilities/public facilities relocated to main campus
- WBL group activities (field trips, competitions) cancelled for a 2 week window
- Planned events with large numbers expected (Craft and Vendor Show, ProStart Competition) cancelled for a 2 week window
- Remaining WBL considered on a case by case basis
- If one or a few students are impacted, we will use our existing process for Long Term Suspended and/or Medically Absent students. Work will be provided through electronic means and/or courier where necessary

Stage: Outbreak in school/high number of students and staff affected/LEVEL 3 (*Mitigation-Confirmed Cases among students/staff*)

- Level 1 and Level 2 practices continue
- Merge classrooms/cohorts if necessary
- Review remaining WBL activities, events reviewed and cancelled as necessary
- Modified instruction available through instructional technology and/or distance instruction
- Hard copy units/lessons provided to students without necessary technology at home

Westside Academy

Westside Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers are all prepared with distance learning and online resources to teach, including using Zoom
- All students have emails and logins for all instructional materials
- Students have given / shared with us, through a form, their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Counselors and Related Service are prepared to communicate with all students if there is an outbreak through Zoom and Phone calls
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Ensure students have appropriate vaccination.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, we will use conference room #15 from the nurse's office as a potential place of isolation, until their parents are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-entered.
- Determine process for re-opening schools or reconvening students • Follow policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Westview

Westview Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room across from the nurses office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.

- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Ridgecrest Academy

Ridgecrest Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse will give a hand washing training to all 8:1:2 and 6:1:2 students. Students in 6:1:1 classrooms will watch a video on proper hand washing during Science class.
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Reconfigure seating in classrooms to insure optimal spacing.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers will extend how far their sub plans go out in case they become ill and are out of the building for an extended period of time.
- Encourage any staff that hasn't to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Review policies and practices related to handling animals in school or on field trips.
- Ensure students are appropriately vaccinated.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms we will use the sensory regulation room as a potential place of isolation, until their parents are able to pick them up from school or we are able to send them home in a car service.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24 hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with LDOH/DOH when a case or cases are known so that close contacts and sources can be identified. You can expect to help LDOH/DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)

- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re
- Determine process for re-opening schools or reconvening students • Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Paul Road Transition

Paul Road Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the student calm room across from a the nurses office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Rochester Tech Park

Rochester Tech Park Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room (next to Shannon Alvarado's office) and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Village Plaza

Village Plaza Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the staff break room across from a restroom and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Center for Workplace Development- CWD

CWD Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Post information related to preventative measures throughout CWD.
- Encourage students and staff to engage in effective preventative practices.
- Reinforce routine cleaning and sanitation practices.
- Develop response plan for +600hr job training programs (Dental Assistant, Medical Office Assistant, HVAC/R)

****COVID-19 SPECIFIC PLAN****

- Program suspension approved (3/12/20) by COE, NYSED, and USDOE
 - Length of suspension defined organizationally through Monroe 2-Orleans BOCES.
- Financial Aid calculations will need to be re-run with appropriate dates and other considerations as outlined by USDOE.
- Notify COE Advisory Boards of program changes and any business partner who may be anticipating internship starts.
- Notify COE and NYSED of program disruption and projected re-start date.
- Consider restructuring specific job training program calendars to prepare for outbreak (i.e. Nurse Assistant, Phlebotomy)
- Ensure instructors have current contact information for students.
- Send email to staff regarding checking voicemails from home.

Single Case (What are we doing when there is a confirmed case)

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Advise staff and students that are sick to stay home from work/class.
- Create a revised attendance policy in event of outbreak
- Increase social distances within classroom and office settings.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean all CWD offices and classrooms
- Determine who the staff/student was in direct contact with since symptoms were observed.
 - Begin conducting active screenings for illness in office.
- If single case occurs at RTP, coordinate with CTE partners to explore relocation options.
- Consider cancelling Literacy and ESOL courses until further notice.

Outbreak in School

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Adopt revised attendance policy.
- Suspend all Literacy, ESOL, Nurse Assistant, and Phlebotomy and Continuing Education programs until further notice.

- Suspend all non-essential programming and consider executing essential functions remotely.
 - General email accounts monitored by Linda Rice and Nicole Carpenter.
 - Main phone line message posted indicating closing and direct caller to CWD website for current information.
- Adopt response plan for +600 hour job training programs – Outlined in Preparation Stage.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean CWD Offices.
- Monitor main phone line messages, and inquiry emails submitted through CWD website.

Epidemic (What are we doing when many students and staff are infected)

- Follow all guidelines communicated through Monroe 2-Orleans BOCES,
- Follow all protocols outlined during Outbreak
- Develop re-entry plan
 - Cleaning protocol
 - Communication plan to students/staff

Critical Considerations:

Essential Function	Person Responsible	Technology Needs
Financial Aid	Mike DiPasquale	BOCES laptop / VPN
Payroll	Nicole Carpenter	BOCES laptop
Attendance (Only for Distance Learning)	Nicole Carpenter	BOCES laptop / XenDirect
Monitor main phone line / 1 st level response to website inquiries	Angela Capobianco (Nicole Carpenter/Linda Rice)	None

- Kryterion Testing needs to be postponed following guidelines listed above.
- Prometric Testing – Is any scheduled in the next 2-4 months?
- Program reporting – What State/Federal reports are coming due in the next 2-4 months?
- IPEDS
- CTEDS
- Consider mail delivery – Do we have Post Office hold mail? Do we have it redirected to ESC/CTE? Do we utilize essential personnel to handle incoming mail?

BOCES 4 Science

BOCES 4 Science Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Cleanliness: Personnel are reminded to:
- Wash hands regularly and for at least 20 seconds with warm water
- Use Monroe 2-Orleans BOCES provided hand sanitizer – particularly when transitioning between various tasks or when in common area (i.e. breaking down ESP kits)
- Clean personal work areas with Monroe 2-Orleans BOCES approved cleaning supplies (wipes, etc...) multiple times throughout the day in addition to regular and “deep” cleaning conducted by O & M personnel. Note: O & M will provide cleaning supplies approved for use at Monroe 2-Orleans BOCES.
- Increase social distances – including at workspaces and during breaks
- Stay home when sick – particularly when exhibiting symptoms consistent with COVID-19

Communication:

- Regular updates through weekly meetings at BOCES 4 Science, the Monroe 2-Orleans BOCES website, email, hard copy documentation, or other methods as appropriate
- Multiple posters are posted at entrances and throughout the building with information regarding COVID-19 and preventative measures
- Education regarding cough/sneeze etiquette
- Review of practices related to live materials at BOCES 4 Science
- Opportunities to meet with the BOCES 4 Science Director or Assistant Director to ask questions or clarify released information

Confirmed Cases (Single Case, Outbreak in School, Epidemic):

- Instructional: Professional Learning, Training, and Coaching
- In the event that Instructional Personnel are absent due to infection, then BOCES 4 Science will aim to, when possible:
- Support learning opportunities with other personnel – including administrative staff and other instructional staff part of the BOCES 4 Science Team (from Monroe 1 BOCES, WFL BOCES, or GVEP)
- Engage in digital learning opportunities via Zoom (or other digital communication)
- Reschedule learning opportunities
- Cancel (as a last option)

Students: BOCES 4 Science has 3-5 Work Based Learning Students. In the event that a student is exhibiting signs of COVID-19, he/she will use the office of the Director of BOCES 4 Science as an isolation room until the student can be transported back to his/her home district. At that point, O & M will be informed and will plan for a deep clean of the office.

Business/Internal Operations:

- In the event that Kit Processors and/or Stock Clerk/Couriers are absent due to infection, BOCES 4 Science will aim to continue production and shipping of resource kits to districts, when possible, by:
- Reorganizing Stock Clerks/Couriers and/or Kit Processors to support production and shipping of resource kits:
- This may include using Stock Clerks/Couriers to produce resource kits and Kit Processors to assist with shipping
- In the event that many staff are absent due to infection, then professional and office staff will support kit production and shipping as necessary
- In the event that Office Staff are absent due to infection, administrative staff (including the Director of BOCES 4 Science, Assistant Director of BOCES 4 Science, Production Manager, etc...) will support clerical functions including, but not limited to:
- Supporting districts throughout the process to lease kits
- Routine communications with district representatives and BOCES 4 Science staff
- Purchasing materials and supplies
- Note: BOCES 4 Science continues to cross-train personnel to support clerical functions

Pandemic:

- In the event that the infection is widespread and most or all BOCES 4 Science staff members are unable to work then most operations will need to discontinue until such a time as staff members can return to work
- Note: Resource kits cannot be produced and many internal computer systems cannot be accessed at home (programs specific to Inventory, Scheduling, and Production)
- Note: The Director of BOCES 4 Science and Assistant Director of BOCES 4 Science will be available to support digitally from home as necessary – including, but not limited to, communicating with staff, district representations, and supporting the Monroe 2-Orleans BOCES District Continuity of Operations

Business/Finance

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
- Payroll - Banking
- Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
- Cash Flow – Billing and Receivables
- Purchasing of Emergency Items
- 20-21 Budget – Changes from District Final Requests
- Workers' Compensation
- Essential Personnel have remote access to WinCap and banking as identified
- Cross training exists for critical functions

Single Case - Business as Usual

- Building Closed (Other than ESC) – Business As Usual

Epidemic/Pandemic

- BOCES Closed
 1. Payroll – Banking
 - Every 2 weeks, 2 people, 2 hours
 - Remote/On-Site as needed
 2. Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
 - Weekly, 1 person, 1 auditor
 - Invoice processing, Check printing and ACH payments
 - Internal Claims Auditing
 - On-Site as needed
 3. Cash Flow – Billing and Receivables
 - In-coming checks can be posted and deposited remotely but need access to mail. Both remote and on-site necessary.
 - Billing is On-Site as needed
 4. Purchasing of Emergency Items
 - Review credit card limits for key personnel - increase where needed
 - PO processing for emergency items – can be done remotely
 5. 20-21 Budget – Changes from District Final Requests
 - Alert departments when certified budget requests are received
 - Budgets can be updated and balanced remotely

6. Workers' Compensation

- Payment entry of awards of compensation
- Processing of indemnity payments must be done on-site minimum 1x per week
- Processing of mail, batching & processing on site as needed
- Processing of prescription medication
- In-house counsel able to attend virtual hearings remotely

Human Resources- HR

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
 - Run payroll
 - Print live paychecks and distribute them
 - Print paystubs and distribute them
- Identify Essential HR Staff
- Ensure necessary staff have remote access to WinCap
- Ensure cross training exists for payroll functions

Single Case

- Business as usual

Building Closed (Other than ESC)

- Business as usual

Epidemic/Pandemic

- BOCES Closed but ESC Building Open
 - Business as usual
- BOCES Closed and ESC Building Closed
 - Payroll to be run remotely
 - Direct deposit not affected
 - Paychecks can only be printed and distributed if payroll staff can access ESC
 - Paystubs can only be printed and distributed if payroll staff can access ESC

Communication and Technology Services- CaTs

CaTS Emergency Response Plan Annex

Technology – To provide support to the organizational technology infrastructure so key functions can operate effectively

Assumptions

1. Internet is operational
2. Power and Gas functioning
3. Telephone services operational
4. Roads open for travel

Support Scenarios

1. High Absentee Rate – staff and students – school remains open - CaTS staff will continue to respond to customer requests as needed

- As CaTS staff are impacted by illness/absent, remaining resources/staff will focus on highest priority requests and supporting critical functions

- Critical Functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet connectivity (IEP Direct/Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)
- viii. SchoolTool

2. Schools Closed

- CaTS staff will be on call to provide support to the following critical functions as needed

- Critical functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet Connectivity (Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)

Communications

Communications Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Single Case (What are we doing when there is a confirmed case)

- Work with administration to coordinate appropriate communication in conjunction with local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Before an outbreak occurs

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

During an outbreak

- Work with administration to continue to share the latest information from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

After an outbreak, schools and districts should:

- Work with administrations and local health officials to development consistent messages to share with the public through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Operations and Maintenance – O/M

O/M Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- O&M building cleaning staff are reminded of proper PPE's as they perform their scheduled cleaning routes.
- Staff will prioritize disinfecting all Restrooms, Classrooms and Common areas. Using approved cleaning supplies made available by O and M department.
- Alert Barb Swanson if there is a spike in staff absenteeism.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, O&M department cleaning staff will complete a deep clean (disinfecting) of the classroom, along with room where student was placed until dismal.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Continue to utilize cleaning practices as defined by contract and ISSA standards.

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school
 - Increase social distances within the school environment
 - Adapt attendance policies
 - Consider early dismissals
 - Develop a flexible schedule for essential personnel
 - HVAC mechanic has capabilities of reviewing and adjusting HVAC conditions and set points off site.

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can reopened
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with staff, and management on schedule for re-cleaning of building.



Building-Level Emergency Response Plan

Educational Services Center (ESC)
3599 Big Ridge Road, Spencerport, NY 14559

2023-2024

DISTRICT OFFICE EMERGENCY RESPONSE PLAN
FOR OFFICIAL USE ONLY
NYS BLS ERP version1 – 6/2023

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THE BASIC PLAN

1. Introductory Material

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school/site shall have a Building-Level Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school/site safety personnel and other school/site personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the Board, chancellor or other governing body deems appropriate.

The Building -Level Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the Building-Level ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

The following table includes names and titles of the Building-Level Safety Team members. The table may be expanded as needed to include all members.

Name	Title/Department	Ph. Number
Thomas Schulte	Assistant Superintendent of Instruction	352-2415
Karen Brown	Assistant Superintendent of Human Resources	352-2420
Steve Roland	Assistant Superintendent of Finance	352-2413
Marijo Pearson	Assistant Superintendent of Curriculum and Instruction	352-2416
Dr. Heather Pyke	Monroe 2-Orleans BOCES Board Member	
Travis Gray	Chief of Police, Ogden Police Department	617-6131
Heather Malone	Special Education Supervisor	617-2439
Wendy Vergamini	Director of Procurement	352-2418
Dan McDermott	Operations and Maintenance	352-2680

Various agencies and services are involved in responding to school/site incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the school/site ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school/site. If Memorandum of Understandings (MOU) is created, a copy shall be maintained in Appendix D. Advance planning should specify the type of communication and services provided by one agency to another.

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the Building-Level Emergency Response Plan and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within 30 days of adoption.

New York State Police
Headquarters – Field Command
Attn: Safe School/sites NY
1220 Washington Avenue, Building 22

Albany, NY 12226

Or by email to: info@safeschool/sites.ny.gov

Building-Level Emergency Response Plans are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Record of Distribution

Copies of the Emergency Response Plan, including appendices and annexes are recommended to be distributed to your Building-Level Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the District Superintendent and any other persons deemed appropriate by the Building-Level Safety Team.

Distribution of the ERP shall be recorded in the following table:

Agency	Receiving Party	Date
Building-Level Safety Team	Thomas Schulte	
District Superintendent	Jo Anne Antonacci	
Monroe 2-Orleans BOCES Emergency Officer	Douglas Comanzo	
Monroe County Sheriff's Office	Captain Pat Rojas	
Ogden Police Department	Chief Travis Gray	

Plan Review and Updates

8 NYCRR Section 155.17 (b) requires the Building-Level Safety Team to review its Emergency Response Plan annually and update it by July 1 as needed.

Each update or change to the plan shall be recorded in the following table.

Revision/Update/Amendment	Name	Date

2. Purpose and Situation Overview

Schools/sites are exposed to many threats, hazards and vulnerabilities. All of these have the potential for disrupting the school/site community, exposing students/staff to injury, and causing damage to public or private property.

Building-Level Safety Teams shall complete thorough threat assessments to identify circumstances in the school/site or near campus that may present unique problems or potential risk to people or property.

The interior and exterior portions of all school/site buildings, school/site grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff and students.

Develop Threat and Hazard-Specific Annexes to address each identified threat/hazard from your assessment. Included in the Threat and Hazard-Specific Annex section are examples of formats you may utilize while developing these annexes.

The table on the following page provides a list of potential threats that school/sites should consider when conducting a threat/hazard assessment.

Threat and Hazard Type	Example
Natural Hazards	<ul style="list-style-type: none">• Earthquake• Tornado• Lightning• Severe wind• Hurricane• Flood• Wildfire• Extreme temperatures• Landslide or mudslide• Winter precipitation• Wildlife
Technological Hazards	<ul style="list-style-type: none">• Explosions or accidental release of toxins from industrial plants• Accidental release of hazardous materials from within the school/site, such as gas leaks or laboratory spills• Hazardous materials releases from major highways or railways• Radiological releases from nuclear power stations• Dam failure• Power failure• Water failure
Biological Hazards	<ul style="list-style-type: none">• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis• Contaminated food outbreaks, including Salmonella, botulism and E. coli• Toxic materials present in school/site laboratories

Adversarial, Incidental and Human-Caused Threats

- Fire
- Active shooter
- Criminal threat or action
- Gang violence
- Bomb threat
- Domestic violence and abuse
- Cyber attack
- Suicide

Planning Assumptions and Limitations

Stating the planning assumptions allows the school/site to deviate from the plan if certain assumptions prove not to be true during operations. The Building-Level Emergency Response Plan is established under the following assumptions:

- The school/site community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future
- A major disaster could occur at any time and in any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning
- A single site incident could occur at any time without warning and the employees of the school/site affected cannot and should not wait for direction from local response agencies. Action is required immediately to save lives and protect school/site property
- There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. Rapid and appropriate response can reduce the number and severity of injuries
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school/site to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses
- Maintaining the Building-Level ERP, providing frequent opportunities for training, and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school/site's readiness to respond to incidents

3. Concept of Operations

The overall strategy of a Building-Level Emergency Response Plan (ERP) is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school/site generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school/site will be delegated the authority to direct all incident activities within the authority of the school/site. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander.

8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System. This chain of command shall be documented in the table included in Appendix B.

Initial Response

School/site personnel are likely to be the first on the scene of an incident in a school/site setting. Staff and faculty are expected to respond as appropriate and notify the administrator or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (police, fire or EMS). Staff will seek guidance and direction from the school/site district and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

4. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions. The included titles and responsibilities are for illustrative purposes and should be edited to meet the needs of your school/site as necessary.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school/site relies on other key school/site personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with their role and responsibilities before an incident occurs.

Administrator

The principal (or their designee) will serve as the Incident Commander and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this Emergency Response Plan (ERP)
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Keep the District Superintendent informed of the situation

Teachers, Substitute Teachers and Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff and other individuals
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander
- Obtain first aid services for injured students from the school/site nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved
- Render first aid or CPR if certified and deemed necessary

Teaching Assistants and Aides

Responsibilities include:

- Assisting teachers as directed
- Actions to ensure the safety of students

Counselors, Social Workers and School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School/Site Nurse and/or Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians and Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school/site
- Execute assignments as directed by the Incident Commander

Administrator's Secretary and Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school/site records and documents
- Provide assistance to the Incident Commander
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Bus/Van Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus

- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g., “If you see something, say something”)
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

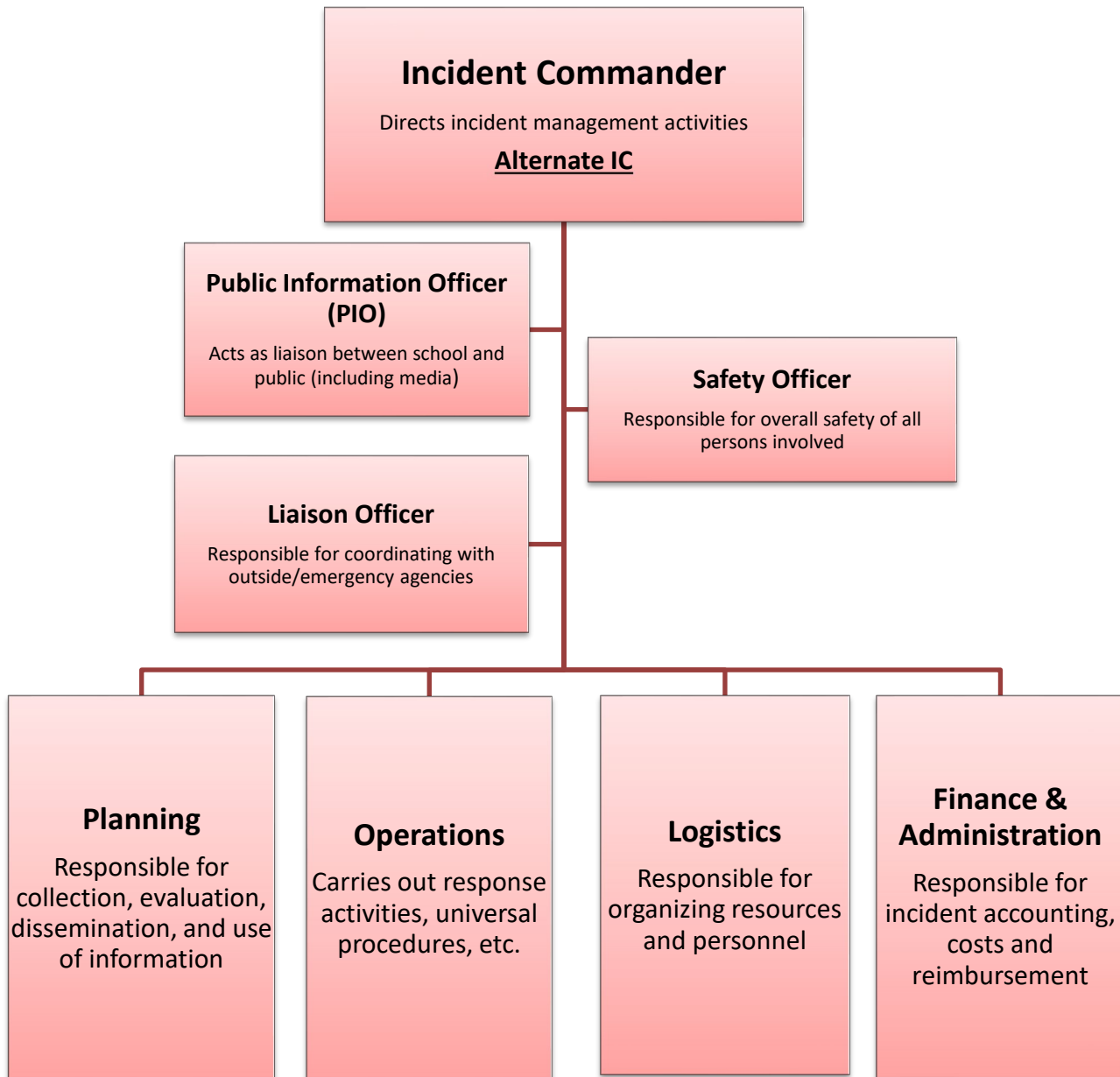
- Encourage and support school/site safety, violence prevention and incident preparedness programs within the school/site
- Participate in volunteer service projects for promoting school/site incident preparedness
- Provide the school/site with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the school/site or district

5. Direction, Control and Coordination

School/Site Incident Command System (ICS)

To provide for effective direction, control and coordination of an incident, the Building-Level Emergency Response Plan (ERP) will be activated through the implementation of the Incident Command System (ICS).

Staff members are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The school/site ICS is organized as follows:



See Appendix B: Incident Command System for a listing of individuals designated to fill the Command Staff roles.

School/Site Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

A. Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/designee/Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

B. Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility
- Establish medical triage with staff trained in first aid and CPR, provide, and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff, and parents/guardians
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

C. Planning Section

Collects, evaluates, and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities

D. Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may play a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school/site and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

E. Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school/site records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses
- Account for financial losses in accordance with district policy and secure all records

Coordination with Responders

The Building-Level Emergency Response Plan (ERP) may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school/site. The agreements could specify the type of communication and services provided by one agency to another.

In the event of an incident involving outside agencies, a transfer of command from the school/site Incident Commander to a responding agency will occur.

Source and Use of Resources

The school/site will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school/site establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

See Appendix D: Memoranda of Understanding (MOU).

6. Information Collection, Analysis and Dissemination

The school/site will collect, analyze and disseminate information during and after an incident.

Types of Information

During an incident, the school/site will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school/site will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school/site will also monitor the school/site district information portal, to determine any information pertinent or critical to the school/site's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

7. Training and Exercises

The school/site understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school/site personnel and community responders are aware of their responsibilities under the Building-Level Emergency Response Plan (ERP), the following training and exercise actions should occur.

Training

All school/site staff, students and others deemed appropriate by the school/site should receive training during the school/site year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school/site year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov or by contacting your local emergency management agency
- Annual training
 - Review ERP with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
 - Conduct student briefings on roles they perform during an emergency (if applicable)

Drills and Exercises

At a minimum, the school/site will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of twelve drills each school/site year
- 8 NYCRR Section 155.17 (e)(3) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal)

The following is recommended:

- One lockdown drill – announced (first marking period)
- Three lockdown drills – unannounced (following first announced drill)

Lockdown drills will be conducted internally to ensure that school/site staff can secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated safe areas within each room. Where possible, the school/site should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill is conducted, whether announced or unannounced, the school/site will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school/site is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill.” This will ensure that all involved recognize that this is a drill and not a real incident. Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service. This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Use this table to document training and drills associated with this ERP including exercising of this ERP and informing faculty and staff of their roles within ICS.

Type of Training/Drill	Date of Training/Drill	Agencies Involved
Building-Level Safety Team Mtg		Monroe 2-Orleans BOCES
Lockdown Drill		Monroe 2-Orleans BOCES
Readiness Check		Monroe 2-Orleans BOCES
Tabletop Drill		Monroe 2-Orleans BOCES
Fire Drill		Monroe 2-Orleans BOCES

8. Administration, Finance and Logistics

Agreements and Contracts

If school/site resources prove to be inadequate during an incident, the school/site will request assistance from local emergency agencies, other agencies, and industry in accordance with existing Memoranda of Understanding (MOU). Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school/site district and school/site officials. Copies of these agreements are in Appendix D.

Documentation

The ICS section chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS finance/administration section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school/site budgets and to share these costs with the Superintendent and BOCES business office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

Preservation of Records

To continue normal school/site operations following an incident, records such as legal documents and student files must be protected (i.e., in the event of a fire and flood).

9. Authorities and References

The following are state and federal authorizations upon which this Building-Level ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe School/sites Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school/site emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to Appendix B for the defined chain of command
- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component

FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School/site Emergency Operations Plans.

The Functional Annexes within this section should provide school/sites with a comprehensive set of guides for responding to and functioning during an emergency. Each Building-Level Safety Team should assess and develop annexes to meet the unique needs of each school/site building.

Functional annexes that make up the SHELL acronym provide standard language and procedures and are intended to be transferable to school/sites statewide and modifications are not recommended.

- Shelter in place
- Hold in place
- Evacuation (required per 8 NYCRR Section 155.17 (e)(2)(i))
- Lock-out
- Lock-down

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school/site comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The School/site Safety Improvement Team also recommends that school/sites complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

1. Shelter in Place

Objective

A shelter in place describes a course of action when students and staff are required to remain indoors, for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Procedure

- Shelter in place will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed
- Use clear, concise language to provide directions to the school/site based on the situation. Do not use codes, cards or colors. Consider using language like this in your announcement:
Your attention please; there is a situation requiring you to shelter in place
Please stop what you are doing and follow these instructions
Provide specific incident instructions
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school/site building
- If issued a two-way radio, take it with you and monitor channel one
- If the situation is not a threat to the exterior of the building, students between classes or outside of their classroom for other reasons should be instructed to return to their class

Additional Considerations for Shelter in Place

The Building-Level Safety Team should consider the following when reviewing the current plan or developing new policies and procedures. Add necessary actions appropriate for your response.

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate
- Prepare to shelter in place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc., activate annex or annexes as needed
- Notify all concerned parties when the shelter in place is lifted

2. Hold in Place

Objective

A hold in place may be initiated if there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires student and staff movement to be limited. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Procedure

- Hold in place will be announced by intercom, public address (PA) system, or otherwise with instructions on how to proceed
- Use clear, concise language to provide directions to the school/site based on the situation. Do not use codes, cards or colors. Consider using language like this in your announcement:
Your attention please; there is a situation requiring you to hold in place
Please stop what you are doing and follow these instructions
Provide specific incident instructions
- Students in hallways, bathrooms or other common areas will return to their classroom
- If the hold in place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions
- All available staff members will assist in maintaining order and accounting for students
- If issued a two-way radio, take it with you and monitor channel one
- Remain in position until further instruction is given or remaining in place compromises safety

3. Evacuation

Objective

This annex focuses on the courses of action that the school/site will execute to evacuate school/site buildings and grounds. Included are school/site policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Procedure

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a public address (PA) system or bullhorn
- Consider using language like this in your announcement:
Your attention please; we need to evacuate the building
Teachers are to take their students to their designated assembly area
Teachers take your class roster. Take attendance when safe to do so
- Call or designate another to immediately call 911 to give notice that the school/site has been evacuated.
- Notify appropriate district staff that an evacuation of the school/site has occurred
- Communicate changes in evacuation routes if primary routes are unusable
- Activate annex or annexes as needed to respond to the situation
- Designate staff with assigned two-way radios and/or cell phones to assist in evacuation procedures
- Communicate when it is safe to re-enter the building or re-occupy a section of the school/site by bell system, radio transmission, public address system, designated staff, or bullhorn

Name	Radio and/or Phone Number
Antonacci, Jo Anne	Radio and 585-305-8876
Brown, Karen	Radio and 585-233-1439
Schulte, Thomas	Radio and 585-694-5266
Pearson, Marijo	Radio and 585-415-0708
Roland, Steve	Radio and 585-305-8856
ESC Front Desk	Radio and 585-352-2400
ECLC Front Desk	Radio and 585 617 2347

Evacuation – Building Only

- Determine evacuation routes based on location of the incident and type of emergency (see floor plans)
- Ensure all locations have designated secondary escape routes
 - Identify escape windows or other means of escape
 - Designate alternate routes
- Evacuate Students/Staff with special needs
 - Identify disabled/wheelchair accessible routes
 - Address needs of other disabilities: autism, visually impaired, hearing-impaired, etc.

Student/staff Self-Evacuation: if students find themselves out of the supervision of faculty or staff

- Student/staff self-evacuate through nearest evacuation route or exit
- Students report to nearest assembly area and nearest teacher/staff (if applicable)
- Do not stop for student or staff belongings
- Take class roster, phone lists, first-aid kit and other emergency supplies
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting
- Go to designated evacuation assembly area

Designated Evacuation Assembly Areas (on school/site grounds)

Building, Wing or Location	Evacuation Area
Educational Services Center (ESC)	Front Parking Lot
Educational Services Center (ESC)	Side Parking Lot

- Account for all students. Immediately report any missing or injured students to the school/site Incident Commander
- The greeter shall take the visitor log and student sign-out sheet to evacuation assembly area

ESC Emergency Response Team Assignments

Personnel	Area	Responsibilities
<u>Mutschler, Kelly</u> Backup: Rice, Linda <u>Rice, Linda</u> <u>Laurini, Joanne</u>	Front parking areas	<ul style="list-style-type: none"> Exit immediately and begin traffic management Stay in your positions until cleared by Command Post Coordinator or designee
<u>Lawrence, Patty</u> Backup:	Side and rear parking areas	<ul style="list-style-type: none"> Exit immediately and begin traffic management Stay in your positions until cleared by Command Post Coordinator or designee
<u>McDermott, Dan</u> Backup: Hildreth, Ian <u>Alonci, Mike</u> Backup: Hildreth, Ian	Professional Development Center, O&M Room, South Restrooms Once visual sweep of above areas is completed, Dan & Mike will report to side and rear parking areas	<ul style="list-style-type: none"> Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut Report to Command Post Coordinator, if necessary
<u>Brown, Karen</u> Backup: Maslowski, Becky <u>Almeter, Tammy</u> Backup: Maslowski, Becky	Human Resources, Instructional Programs, Badge Room, Copy Room, Conference Room 3A/3B	<ul style="list-style-type: none"> Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut Report to Command Post Coordinator, if necessary
<u>Choromanskis, Diane</u> Backup: VanCoske, Lynda	Labor Relations, Conference Room 4	<ul style="list-style-type: none"> Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut Report to Command Post Coordinator, if necessary
<u>Nudo, Sabrina</u> Backup: TBD	RBE-RN, Conference Room 2	<ul style="list-style-type: none"> Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut Report to Command Post Coordinator, if necessary
<u>Nesbitt, Tricia</u> Backup: Parker, Adrea	Office for Curriculum, Instruction, and Professional Development	<ul style="list-style-type: none"> Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut Report to Command Post Coordinator, if necessary

ESC Emergency Response Team Assignments – cont’d

Personnel	Area	Responsibilities
<u>Laubacher, Mark</u> Backup: Vergamini, Wendy	Finance, Conference Room 1, District Superintendent Offices	<ul style="list-style-type: none"> • Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut • Report to Command Post Coordinator, if necessary
<u>Livingstone, Bridget</u> Backup: Patti, Kim	Workers’ Compensation, Copy Room, Break Room	<ul style="list-style-type: none"> • Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut • Report to Command Post Coordinator, if necessary
<u>Roland, Steve</u> Backup: Talbot, Jennifer	Foyer, Board Room, Front Restrooms, Lactating Room	<ul style="list-style-type: none"> • Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut • Report to Command Post Coordinator, if necessary
<u>Schulte, Thomas</u> Backup: Pearson, Marijo	Command Post – ESC North	<ul style="list-style-type: none"> • Command Post Coordinator • Assume the duties of Command Post Coordinator if necessary or as directed by the Command Post Coordinator
<u>Pearson, Marijo</u> Backup: Roland, Steve		
		<ul style="list-style-type: none"> •
Operations & Maintenance Safety & Security		<ul style="list-style-type: none"> • O&M Support 352-2428 • Douglas Comanzo 851-9283
Nursing Department will assist as needed. In case of emergency, contact Barb Swanson at 261-0782.		

ESC Exceptional Children Learning Center Emergency Response Team Assignments

Personnel	Area	Responsibilities
<u>Malone, Heather</u> Backup: Steve Suski	Rear parking areas	<ul style="list-style-type: none"> • Exit immediately and begin traffic management • Stay in your positions until cleared by Command Post Coordinator or designee
<u>Fowler, Andy</u> Backup: Deborah Barrow	Career Skills Center	<ul style="list-style-type: none"> • Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut • Report to Command Post Coordinator, if necessary
<u>McNally, Laura</u> Backup: Siracusa, Maria	Preschool	<ul style="list-style-type: none"> • Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut • Report to Command Post Coordinator, if necessary
<u>Wiemer, Donna</u> Backup: Schwalm, Christina	HaAS Laundry Area	<ul style="list-style-type: none"> • Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut • Report to Command Post Coordinator, if necessary
<u>Fowler, Samantha</u> Backup: Stocking, Shaun	HaAS Classroom (rm. 175)	<ul style="list-style-type: none"> • Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut • Report to Command Post Coordinator, if necessary
<u>Koza, Barb</u> Backup: Cobstill, Scott	Work-Based Learning (rm. 178)	<ul style="list-style-type: none"> • Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut • Report to Command Post Coordinator, if necessary
<u>Olson, Lori</u> Backup: Otto, Mary	HaAS Workspace (rm. 179)	<ul style="list-style-type: none"> • Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut • Report to Command Post Coordinator, if necessary

ESC Exceptional Children Learning Center Emergency Response Team Assignments – cont’d

Personnel	Area	Responsibilities
<u>Graham, Donna</u> Backup: Kirkpatrick, Mary, Brickler, Diane	Work-Based Learning (rm. 173 and 174)	<ul style="list-style-type: none"> • Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut • Report to Command Post Coordinator, if necessary
<u>Bull, Michelle</u> Backup: Archer, Anette	Related Service Workspace (rm. 173B)	<ul style="list-style-type: none"> • Ensure safe exit for personnel/visitors in assigned areas. Visual sweep of area. If possible, lights off, doors shut • Report to Command Post Coordinator, if necessary
<u>Malone, Heather</u> Backup: Knitter, Leanne	Command Post	<ul style="list-style-type: none"> • Command Post Coordinator • Assume the duties of Command Post Coordinator if necessary or as directed by the Command Post Coordinator
Operations & Maintenance Safety & Security		<ul style="list-style-type: none"> • O&M Support 352-2428 • Douglas Comanzo 851-9283
<p>Nursing Department will assist as needed. In case of emergency, contact Barb Swanson at 261-0782.</p>		

Evacuation – Off School/Site Grounds

If the situation poses a significant enough risk that evacuation of the building and remaining on school/site grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building-Level Safety Team determines appropriate off-site evacuation areas prior to an actual incident. Preplan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation
- Proceed to off-site locations
- Notify all assembly areas to evacuate to offsite location
- Describe the method by which students and staff will get to the offsite location (walk, travel by bus, etc.)

Off-Site Location		Address	Facility Contact
PRIMARY	WEMOCO	3589 Big Ridge Road	Front Desk 352-2471
SECONDARY	Spencerport High School	2707 Spencerport Road	Front Desk 349-5200
TERTIARY			

Evacuation – Outdoors

Building occupants are required to quickly evacuate the building when the fire alarm is activated or there is an announcement to evacuate. One exception to this is if the building is in emergency lockdown and then the fire alarm is activated. This has been used by threatening individuals to encourage those behind locked doors to come out. Deciding to do so is a decision each person will need to make on their own. One rule of thumb is that in such situations if smoke is smelled or fire is observed then attempting to evacuate may be necessary. In some cases, a window evacuation may be an option.

Incident Commander Actions:

- Announce the need to evacuate the building
- Provide additional information as needed
- Arrange for the main entrance sign in log to be taken to the staging area if no Greeter is on duty at the time of the incident
- During inclement weather decide if staff and students will evacuate to another building.
- Instructions will be given as to whether staff should walk to the evacuation location or if transportation will be forthcoming
- Announce that the building is now clear and safe to reenter

Staff Actions:

- If issued a two-way radio, take it with you
- If you are in a room evacuate according to the sign located in the room unless the path takes you past an area of concern in which case, use the next closest exit
- If you are not in a room immediately exit the building at the nearest point
- Do not first retrieve your personal belongings before evacuating
- Staff shall be responsible for clearing the hallway, including bathrooms
- Gather at your designated evacuation site
- Administrators will take roll call and report anyone not present and unaccounted for to the Superintendent or designee
- No one will reenter the building until cleared to do so by the Superintendent or designee

Evacuation – Another Building

This procedure is used when the occupants must leave the building, they are in because of a concern for the safety of those inside. If outside conditions prevent staging there, then another building will be contacted to arrange for the evacuees to be housed as long as needed.

Incident Commander Actions:

- Contact the building administrator of the building to which staff and students will be evacuating to
- Announce the evacuation of the building to either an evacuation area or to another building as is appropriate
- Notify evacuees of the decision to move to another location or building when that decision is made

Staff Actions:

- Unless instructed to remain inside all staff and students shall first report to their evacuation area after evacuating the building for any reason. Await further instructions
- If issued a two-way radio, take it with you
- When instructed to do so staff and students will walk in an organized fashion to the host building and remain there until further instructions are given
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee

Evacuation – by Means of Bus Transportation

This procedure is used when the occupants must leave the building, they are in because of a concern for the safety of those inside and outside conditions prevent occupants from safely evacuating or walking to another building.

Incident Commander Actions:

- Contact the Transportation Director and request transportation for staff
- Announce the evacuation to either an evacuation area or to board awaiting buses
- Notify evacuees of the decision to board buses to be sheltered or moved to another location or building when that decision is made

Staff Actions:

- Unless instructed to remain inside all staff shall first report to their evacuation area or to board waiting buses, after being instructed to evacuate the building for any reason
- If issued a two-way radio, take it with you. Further instructions will be given at that time
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee

Evacuation – Return to Buildings or Grounds

No students or staff shall return to school/site buildings or grounds until advised to do so by the Incident Commander or appropriate officials. If emergency response services (police, fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, which will then make the decision to allow students and staff to return to the building or grounds.

4. Lockout

Objective

Lockout describes the courses of action the school/site will execute to secure school/site buildings and grounds during incidents that pose an imminent concern outside of the school/site. The primary objective of a lockout is to quickly ensure all school/site staff, students, and visitors are secured in the school/site building away from outside danger.

Procedure

Initiate Lockout

- Lockout will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed
- Use clear, concise language to provide directions to the school/site based on the situation. Do not use codes, cards or colors. Consider using language like this in your announcement:
Your attention please; there is a situation requiring the school/site to lockout
All outdoor activities are cancelled. Please continue regularly scheduled indoor activities

Execute Lockout

- All outdoor activities shall cease and be immediately moved indoors
- As soon as all students and staff are in the building, all exterior doors shall be locked
- Normal activity will continue within the building unless directed otherwise
- It is not necessary to turn lights off or to close blinds unless directed
- If issued a two-way radio, take it with you
- Report any suspicious activity observed either indoors or outdoors to the main office
- A lockout will be lifted when notification is made by the administration. Activate annex or annexes as needed to respond to the situation

5. Lockdown

Objective

Lockdown describes the courses of action school/sites will execute to secure school/site buildings and grounds during incidents that pose an immediate threat of violence in or around the school/site. The primary objective of a lockdown is to quickly ensure all school/site staff, students and visitors are secured in rooms away from immediate danger.

Lockdown is not a stand-alone defensive strategy. Executing a lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Procedure

Initiate Lockdown

- Where possible, lockdown will be announced by intercom, public address (PA) system or otherwise
- Do not use codes, cards or colors. Lockdown must be immediate and deliberate; the announcement of a lockdown shall be as follows:
 Lockdown! Lockdown! Lockdown!
- Call 911
- If issued a two-way radio, take it with you
- In the event of an immediate threat to safety is recognized, such as a person armed with a gun in the hallway, any faculty or staff shall raise the alarm and initiate a lockdown

Execute Lockdown

- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students
- If safe, immediately gather students from hallways and areas near your room into the classroom or office. This includes common areas and restrooms immediately adjacent to your area
- Lock your door(s) and turn lights off if possible
- Have students/staff move to the designated safe area of the room and remain silent
- Leave blinds as they are. Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively and take the following action during a lockdown:
 - Do not allow anyone, under any circumstance, to leave your secured area
 - Do not answer or communicate through your door or classroom phone.
 - Silence cell phones and limit use to only relay pertinent information to emergency responders, (i.e., description/location of active shooter/victim injuries).
 - Do not respond to fire alarm unless actual signs of fire are observed
 - Document and attend to any injuries to the best of your ability
 - Take attendance and include additions and missing students' last known location
 - Do not respond to public address (PA) system or other announcements
- Procedures should be in place to re-direct buses in the event of a lockdown

Lockdown will only end when you are physically released from your room or secured area by law enforcement.

6. Crime Scene Management

Objective

This annex outlines procedures for securing and restricting access to the crime scene to preserve evidence in cases of violent crimes on school/site property as required in 8 NYCRR Section 155.17 (e)(2)(viii).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Procedure

Respond: Ensure your personal safety first, then, if possible, formulate a plan and make mental notes.

Evaluate: Evaluate the severity of the situation, call 911 if appropriate. Identify involved parties. Be aware of weapons, hazards, and potential evidence. Do not touch anything unless it is necessary to preserve safety.

Secure: Clear away uninvolved people. Establish a perimeter that prevents people from entering the potential crime scene.

Protect: Safeguard the scene – limit and document any people entering the area. Do not use phones or bathrooms within the crime scene area. Do not eat, drink or smoke in the crime scene area.

Observe: Write down your observations as soon as is safe to do so. Record detailed information – do not rely on your memory. Notes will aid first responders upon arrival and could be utilized in court.

Notify: Call 911 if not already called or police are not on scene.

Document: Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture. Be prepared to provide your notes and information to the police.

7. Communications

Objective

This annex includes communication and coordination during emergencies and disasters, both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation per 8 NYCRR Section 155.17 (e)(2)(i).

The Building-Level Emergency Response Plan (ERP) must include policies and procedures governing school/site incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school/site community and the media.

Types of Communication

Communication between School/Site and Emergency Responders

The school/site will contact and maintain communications with emergency responders during an incident. The school/site Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform and/or other means necessary described in the Building-level Emergency Response Plan (ERP) to notify the principal/designee of the school/site on status and needs. The school/site and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Communications Matrix

When a crisis happens, the following procedures should be followed to ensure communication between members of the emergency response teams, administrators and all others having a role in dealing with the emergency at hand:

- Any person becoming aware of a situation which creates an immediate danger to students and staff shall notify the District Superintendent and 911 if appropriate to do so
- The District Superintendent shall notify the assistant superintendent, coordinator of safety and security and as necessary, building principals/directors and the communications manager
- The communications manager, in coordination with the District Superintendent, shall communicate written messages to the news media

❖ Internal Communications

The school/site has identified a school/site person who will:

- Follow the communications policies and procedures established by the school/site
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication
- Develop materials for use in media briefings
- Act as the contact for emergency responders and assist in coordination of media communications

Communication between School/Site Officials and Staff Members

School/site personnel will be notified when an incident occurs and will be kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve.

The following methods of communication may be utilized to disseminate information internally when appropriate:

- Text Message/E-mail System: A text message or e-mail system is available to provide those who are registered to receive messages with updates during an incident
- Mobile Device Applications
- Staff Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time. Staff will also address any misinformation or rumors
- Mass notification device such as *ConnectEd*
- Two-way radio
- Two-way public address (PA) system communications are provided from all school/site classrooms to the main office

Communication between School/site Officials and Students

Communication of emergency information between school/site officials will primarily take place through the school/site's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Mobile Device Applications
- Flyers/letters

❖ External Communications

School/site officials must communicate with the larger school/site community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school/site about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

- Before an incident occurs
 - Inform parents on how to access alerts and incident information
 - Inform parents that the school/site has developed an Emergency Response Plan (ERP), its purpose and its objectives
NOTE: Detailed response tactics should not be shared if they will impede the safe response to an incident
 - Information will be included, as necessary, on the district website
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency
- In the event of an incident
 - Disseminate information in various ways such as text messages, e-mails, radio announcements, website and *ConnectEd* to inform parents about what is known to have happened
 - Implement a plan to manage phone calls and parents who arrive at the school/site
 - Describe how the school/site and school/site district are handling the situation
 - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information
 - Inform parents and students when and where school/site will resume

Communications with Media

In the event of an incident, the school/site Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer (PIO) and/or participate in a joint information effort to:

- Establish a media staging and reception area away from the school/site and any established incident command post, evacuation site or reunification site
 - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school/site would be deemed impracticable due to the nature and severity of the incident

Pre-designated Media Staging Areas

Media Staging Area	Address	
LOW IMPACT	WEMOCO	3589 Big Ridge Road
HIGH IMPACT	TBD by law enforcement	

- Provide regular updates to the media and school/site community
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene
- Monitor the release of information and correct misinformation
- Coordinate messages with the Incident Commander or PIO
- Prepare information to be released by briefing, news release or web posting

8. Medical and Mental Health Emergency

Objective

This annex describes the courses of action that the school/site will implement to address emergency medical and mental health counseling issues. School/sites should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the Emergency Response Plan (ERP) with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. School/sites should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

Receiving Assistance from Government Officials

By contacting 911, the system for coordinating the delivery of assistance from both the county and local agencies shall be activated.

Procedure

When a medical emergency occurs, time is critical for the person experiencing the emergency. Remember to act quickly and get medical help on the way as quickly as possible.

Incident Commander Actions:

- The principal/director or designee will activate the Building-Level Emergency Response Team if warranted
- If an ambulance is responding, the Incident Commander or designee will assign someone to meet the ambulance crew at the entrance and escort them directly to the victim if appropriate to do so
- The Principal/Director will initiate a Hold in place if appropriate to do so

Staff Actions:

- Any staff member who discovers a medical emergency will immediately contact 911 and request an ambulance if necessary
- The staff member will then immediately contact the principal/director or designee
- If activated, Emergency Response Team members should retrieve an automated external defibrillator (AED) and other emergency supplies as available and respond to the situation
- If possible, arrange for someone to stay with the person experiencing the emergency
- If you have a two-way radio, take it with you

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures:

- Instructions on where emergency medical supplies (e.g., first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post-Incident Response Team table in Appendix C with appropriate staff
- Procedures on sharing and reporting information about unusual situations, if warranted
- Addressing the immediate, short, and long-term counseling needs of students, staff and families
- Location where counseling and psychological first aid will be provided
- A plan to have counselors available to assist students if necessary

Add actions as needed.

9. Accounting for All Persons

Objective

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Procedure

Incident Commander Actions:

- The Incident Commander (IC) or designee will assign an individual to contact each evacuation site to coordinate and prepare an overview of names and locations of those present or missing from each evacuation site
- The assigned individual will also contact the person securing and holding the building visitor logbook. Information contained in the visitor logbook will aid in accurately preparing the master attendance and missing lists

Staff Actions:

- Each department head, or if no department head is present, each department head secretary shall begin to document in list form each person that is present or missing from the evacuation site, when safe to do so
- If believed to be known the whereabouts of a missing person shall be noted on the list
- Lists shall be continuously updated as necessary to reflect up to date information
- Each department head, or if no department head is present, each department head secretary shall be prepared to provide list information to the Commands Posts assigned person contacting the site for such information
- The names of any missing students, staff or visitors will be reported to the Incident Commander/Command Post as soon as possible

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures:

- Taking attendance and reporting to the Incident Commander when class relocates inside the building, or an evacuation takes place
- Reporting to the Incident Commander when a student, staff member or guest cannot be located
- Dismissal of students if they have been relocated in the building

Add actions as needed.

10. Reunification

Objective

The reunification annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Procedure

Designate a reunification site. Use the table below to designate primary and secondary reunification sites.

Reunification Site		Address	Contact
PRIMARY	WEMOCO	3589 Big Ridge Road	Front Desk 352-2471
SECONDARY	Spencerport High School	2707 Spencerport Road	Front Desk 349-5200

Reunification will only occur after permission has been granted to do so by the law enforcement agency or fire department commanding the incident.

Incident Commander Actions:

- After receiving notification from the police and/or fire department, reunification may begin. The Incident Commander will direct the implementation of the reunification process

Staff Actions:

- Set up three distinct areas close by but out of sight of each other and away from the media staging area:
 - Parent/guardian check-in area (see below)
 - Reunification area
 - Student/staff holding area
- Setup will include signage and/or barricades to protect those present and the integrity of the process

Areas will only be established after consulting with the emergency incident commander, (police, fire or other emergency official), to make certain the areas chosen are safe.

- Parent/guardian check-in area
 - This is where parents will receive initial instructions and a preprinted and perforated form to complete
 - Staff will confirm that the person is on the preapproved list to pick up the student
 - The parent/guardian will be required to show photo identification to prove their identity. Anyone without a photo ID will be asked to move to another line where other methods will be used to confirm identification
 - The runner will re-check the parent/guardian's ID and then have the parent/guardian sign the form and include the date and time of the release. Parents/guardians will be instructed to leave the area promptly after signing out their student to make room for others
- Reunification area
 - If the student is not present and the student's location is unknown, or if the student is being medically treated or is deceased, the runner will first inform a counselor in the reunification area of the student's status
 - The runner will then escort the parent/guardian to meet with the informed counselor in a private mental health area nearby

- The counselor will inform the parent/guardian as needed in the private area away from other parents. The school/site psychologist or other designee will coordinate this activity with emergency response personnel
- Student/staff holding area
 - If after a reasonable period, a student has not been picked up by a parent/guardian staff will attempt to contact those listed on the student's incident release card. If still unsuccessful in contacting a parent/guardian, staff will solicit the assistance of the police to resolve the matter, if necessary
 - Students 18 years of age and older and who are not injured may sign themselves out and leave on their own, but this is not advisable without first having the student speak with a counselor, if the release follows a tragic event

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures:

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex)
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival
- Providing for the special needs students who may be significantly impacted by the stress of the incident. Additional support staff may be required to support these students
- Obtaining sign boards and preparing forms and signs in advance to direct parents to an area
- Advising parents well in advance of the reunification process, especially as it pertains to their responsibilities such as producing photo ID when picking up a student
- Preparing hard copies of student rosters, schedules and daily attendance to eliminate the need of computers in the event they are not available
- Security should ensure the safety of those present as well as the integrity of the process
- Setting a minimum number of required staff members to be available at each area to ensure adequate family assistance and student security
- Equipping each team member supervising the students with a list of the students assigned to him or her, complete with the names of the students who were absent at the start of the school/site day as well as those who left prior to the incident
- If evacuation to an off-site location is deemed necessary to protect student safety and to expedite reunification, all parents/guardians will be notified of the location change and provided information on accessing the site. The basic infrastructure and procedures in place for student release will still be implemented as they would be for an on-site reunification center
- All printed materials should be translated into the languages understood by the parents of every child attending the school/site

Add actions as necessary.

11. Continuity of Operations Plan (COOP)

Objective

This annex describes how the school/site and district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security and continuity of teaching and learning.

Procedure

The Post-Incident Response Team has developed the following procedures for dealing with post-incident response:

Short Term

The Post-Incident Response Team will include building supervisor(s) and other available staff as appropriate. The Operations & Maintenance crew will secure any parts of the building that may have incurred damage or need to be cordoned off for a criminal investigation. Operations & Maintenance will also determine the building restoration activities. The team will review the incident and develop minutes, which will reflect areas for improvement for future events.

Long Term

The building supervisor(s) and professional staff will observe students and review with faculty any long-term stress that students or staff may exhibit. The director of Operations & Maintenance will evaluate the facilities after an incident to determine additional needs. Long-term response needs will be included by the team in annual updates to the plan.

12. Recovery

Objective

The purpose of recovery is to return to normal the learning environment and district infrastructure. Students and physical structures become the focus. One of the main goals of recovery is to provide a caring and supportive school/site environment. Paramount is the emotional needs of the students and staff and the quick return to the business of learning. Recovery can be a lengthy process as individuals recover at their own pace.

Procedure

- The Incident Commander activates the Trauma, Illness and Grief (TIG) Team and decides if other outside agencies may be required to assist with student counseling needs
- Conduct daily briefings with staff
- Students/staff are monitored for emotional impact
- Identify what follow-up interventions are needed by students and staff
- Parents will be kept informed of efforts being made to attend to student safety as well as their emotional needs and what counseling services the district and community have to offer families
- Plan how anniversaries of events will be commemorated
- Conduct safety audits and determine what needs repair or replacement
- Determine how to secure buildings which are not usable
- Take photos or videos of the damage areas

13. Security

Objective

The purpose of security is to ensure the protection of students and staff as well as district owned property. Efforts will be made to prevent unauthorized entry into the building using the following methods:

Procedure

- All staff and visitors must always wear ID badges while on campus and at school/site-sponsored functions of-site. Visitors shall also be required to sign in upon entering a building during normal school/site hours
- All doors are locked during the school/site instructional day
- Limiting access for all persons to a minimum number of entrances
- Being cognizant of strangers in the building and stopping visitors who have not properly registered or are not wearing proper ID badges or displaying a proper visitor pass
- Providing adequate lighting in all areas
- Controlling pedestrian traffic in buildings with doors to force visitors into main offices or to a staffed greeter station
- Video surveillance camera systems where installed shall be used as needed for the continuance of the safety and protection of the building's occupants and its contents
- Access control systems where installed will be used to restrict entry into buildings to those having a valid right to do so. Building administrators will assist in determining who shall have such rights at their building and to what degree the rights shall extend

THREAT AND HAZARD-SPECIFIC ANNEXES

The threat and hazard-specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and hazard-specific annexes do not repeat content but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School/site staff and students should learn and exercise simple procedures that apply to all hazards
- The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident
- The plan becomes larger and more difficult for users to comprehend

The school/site should customize threat and hazard-specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school/site evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

1. Active Shooter Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an active shooter on school/site grounds or in the school/site building.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school/site grounds or in the school/site building.

An active shooter or armed assailant on school/site property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school/site is a crime scene and will require a thorough search and processing.

Core Functions

In the event of an active shooter, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Activating the Emergency Response Plan (ERP)

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the Emergency Response Plan (ERP) immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary
- Determine what procedures should be activated depending on the location and nature of the shooter
- Issue instructions such as lockdown or evacuation depending on the situation

- Notify law enforcement; provide location and description of the shooter if possible
- Notify school/site buses to not enter the area
- Activate Communications Annex
- Coordinate with emergency responders at the command post; provide site map and keys
- Be available to deal with the media and bystanders and keep site clear of visitors
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes

Staff Actions:

- Use extreme caution
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets
- Make appropriate notifications; provide description and location of the shooter if possible
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, always keeps hands visible, avoids making quick movements and avoids pointing, screaming or yelling
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes

2. Bomb Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a bomb threat.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school/site buildings or grounds. 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 to evacuate is dependent upon information received in the threat, and how credible that information is.

Core Functions

In the event of a bomb threat, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible.

Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a command post if necessary
- Determine what procedures should be activated depending on the nature of the threat
- Issue instructions such as shelter in place or evacuation depending on the situation
- Notify law enforcement, provide threat details
- Activate Communications Annex
- Coordinate with emergency responders at the command post; provide a site map and keys
- Be available to deal with the media and bystanders and keep site clear of visitors
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes
- Determine whether school/site will be closed or remain open
- Notify school/site buses to not enter the area

Staff Actions:

- Implement the appropriate response procedures to keep students safe

- Police may enlist the assistance of school/site staff who are familiar with the building and can recognize objects that do not belong or are out of place
- Do not touch or handle any suspicious object, bag or container
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes

Actions of Individual Receiving Bomb Threat:

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone

3. Intrusions and Threats of Violence

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an intrusion or threat of violence.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an intrusion or threat of violence.

Core Functions

In the event of an intrusion or threat of violence, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an intruder in or around the building or any imminent threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary
- Determine the credibility of the threat and decide if 911 needs to be called
- Initiates functional annexes as appropriate.
- Activate communications annex
- Notify school/site buses to not enter the area

Staff Actions:

- Determine whether the person is a legitimate visitor
- If you are uncomfortable approaching a person, be sure to immediately report the person to the Incident Commander
- Escort all visitors to the greeter station to sign in and obtain a visitor ID
- If a person is suspected of posing a threat do not approach and immediately contact the Incident Commander
- Do not engage the person in a confrontation. Take steps to ensure your safety and that of any students
- Identify the person, person's location, and note if any weapon is visible or suspected
- Contain the situation and, if possible, remove all innocent persons

4. Severe Weather

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of severe weather.

Scope

When a severe weather warning is received, staff may be notified to escort students to safe areas in the building.

Core Functions

In the event of severe weather, school/sites will contact emergency services agencies for their assistance as needed. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a severe weather warning will notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary
- Initiates functional annexes as are appropriate
- Activate communications annex
- Announces to staff of an impending weather concern
- Arranges for outside students and staff to be notified of the event and to return to the building
- Decides if the concern is severe enough and time allows to complete an early dismissal or if sheltering inside the building or relocating to another building is the most appropriate course of action

Staff Actions:

- If issued a two-way radio monitor channel one or two if you have it
- In general move to a lower level and a less glass enclosed area
- Avoid wide expanses of open space
- Close any blinds to shield from glass and debris
- Duck and cover procedures, or sheltering under desks shall be implemented if necessary

5. Gas Leak

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a gas leak.

Scope

During a gas leak it is important to exit the building as quickly as possible. Remember to not turn on or off any electrical switches or devices. Do not exit past an area where the leak is believed to be originating.

Core Functions

In the event of a gas leak, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a gas leak should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary
- Call 911 and notify Operations & Maintenance and Rochester Gas & Electric to report the leak
- Initiate functional annexes as are appropriate
- Activate Communications Annex
- Announce the evacuation of the building away from the affected area. Do not use the fire alarm to activate evacuation if you have a bell type alarm. Make certain to state the reason for the evacuation so those inside are aware that they should not use any electrical devices. Consider using a runner(s) to announce the evacuation.
- Arrange for the main entrance sign in log to be taken to the staging area if no greeter is on duty at the time of the incident
- Notify school/site buses to not enter the area

Staff Actions:

- Immediately notify the Incident Commander if you believe there is a gas leak
- Be prepared to evacuate to your designated area as soon as directed to do so
- Do not use light switches or other electrical devices to reduce the chances of a spark
- Once at your evacuation area administrators and teachers should account for all students and staff
- Report unaccounted individuals or students to the Incident Commander
- The Director of Operations & Maintenance may turn off gas to the building and assist in determining the source of the leak as well as establish a repair plan

6. Chemical Spill

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a chemical spill.

Scope

For chemical spills inside and outside the building.

Core Functions

In the event of a chemical spill, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a chemical spill should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify Operations & Maintenance and the Emergency Response Team and set-up a command post if necessary
- Initiate functional annexes as are appropriate
- Activate communications annex
- Determine if the spill warrants evacuation of the building
- Decide if the assistance of outside agencies may be required depending on the nature of the spill
- Direct the air intake to be shut off and sealed if necessary for outside spills
- Notify school/site buses to not enter

Staff Actions:

- Keep students away from the spill and notify the Incident Commander immediately
- Prepare to evacuate the building should the announcement to do so be made
- If instructed to do so upon evacuating staff will proceed to their predetermined evacuation area
- Once at your evacuation area administrators and teachers should account for all students and staff
- Report unaccounted individuals or students to the command post
- For hazardous chemical spills outside, consider sheltering students inside

7. Fire and Explosion

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a fire or explosion.

Scope

Any staff or student who sees smoke or fire is directed to pull the fire alarm to evacuate the building per the Building-Level Evacuation Plan. The principal/director or designee shall notify 911 to insure the alarm was received.

No one shall re-enter the building until such time as the fire department has determined it is safe to reenter. The District Superintendent or designee shall be the only individual authorized to notify staff that the building has been deemed safe to re-enter by the fire department.

Core Functions

In the event of a fire or explosion, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a fire or explosion should locate to a safe area and call 911 at once to report the incident. Upon completion of the 911 call the individual should notify the Incident Commander. Appropriate announcements shall be made, and the Superintendent shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary
- Initiate functional annexes as necessary
- Activate Communications Annex
- Notify school/site buses to not enter the area
- Upon completion of the incident, notify staff that the building has been deemed safe to re-enter by the fire department

Staff Actions:

- Upon activation of the building fire alarm system all faculty, staff and students will immediately exit the building and proceed to their predetermined evacuation area. Close the door to the room you exited
- Do not allow anyone to first stop to pick up belonging

- Staff shall be responsible for clearing the hallway, including bathrooms
- If issued a two-way radio, take it with you
- Remember to quickly but orderly move far enough away from the building so as not to cause a bottle neck for those still trying to exit the building or interfere with responding emergency vehicles
- Upon evacuating staff will proceed to their predetermined evacuation area
- Once at your evacuation area administrators and teachers should account for all students and staff
- Report unaccounted individuals or students to the command post

8. Biological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a biological threat such as anthrax or the like.

Scope

If a biological threat is received via telephone, the recipient shall record information on the telephone threat checklist if possible. If a letter or package is received which threatens biological exposure the recipient shall follow the Staff Actions: set forth below.

Core Functions

In the event of a biological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a biological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary
- Initiate functional annexes as necessary
- Activate Communications Annex
- Calls 911 for assistance and follow the directions regarding the movement of students and staff
- Direct the shutting off ventilation systems to limit air movement if the threat warrants it
- Notify school/site buses to not enter the area
- Announce an evacuation of the building if appropriate to do so.

Staff Actions:

- If the threat is a letter or package, immediately close it, cover with a box or larger envelope and avoid further contact
- Immediately prevent people from leaving or entering the room.
- Notify the Incident Commander
- Avoid touching face or mucus membranes until they can thoroughly wash with soap and water
- Reduce air movement by shutting off fans and closing windows

9. Radiological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a radiological threat.

Scope

Procedures shall be shelter in place or early dismissal.

Core Functions

In the event of a radiological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a radiological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary
- Initiate functional annexes as are appropriate
- Activate communications annex
- Notify staff to follow procedures as advised by the county coordinator
- Notify school/site buses to not enter the area

Staff Actions:

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the county coordinator

10. Epidemic and Pandemic

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an epidemic or pandemic.

Scope

After such a problem being identified and brought to the attention of the Incident Commander.

Core Functions

In the event of an epidemic or pandemic, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an epidemic or pandemic should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary
- Initiate functional annexes as are appropriate
- Activate communications annex
- Notify the school/site doctor, and public health officials. The public health officials and the school/site doctor shall provide recommendations for the school/site to follow
- Advise staff and students of the public health officials' and school/site doctor's recommendations to follow
- Provide information to the media regarding what the present actions of the district are

Staff Actions:

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the public health officials' and school/site doctor's recommendations

For specific information, please see Appendix K, The Monroe 2-Orleans BOCES Pandemic Plan.

11. Kidnapping/Hostage

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a hostage or kidnapping.

Scope

For hostage-taking and kidnapping cases. There are two primary types of abduction:

- Kidnapping: taking of a person by abduction
- Custodial interference: a relative of a child less than 16 years, who intends to hold such child permanently or for a protracted period and, knowing that he/ she has no legal right to do so, takes or entices such child from a lawful custodian, (i.e., school environment)

Core Functions

In the event of a hostage/custodial interference, school/sites will contact emergency services agencies for their assistance.

Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of Hostage/Kidnapping should notify the principal/director as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary
- Determine the credibility of the threat and decide if 911 needs to be called
- Initiate functional annexes as necessary

Staff Actions:

- Immediate contact the building administrator who will call 911
- Administrator may initiate school lockdown
- Gather pedigree information regarding missing child
- Try to identify any potential witnesses – This is crucial to the success of locating the child quickly and unharmed

12. Civil Disturbance

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a civil disturbance.

Scope

For any type of civil disturbance inside or outside of school/site(s), such as riots, sit-ins, racial conflict or long altercations.

Core Functions

In the event of a civil disturbance, school/sites will notify the District Superintendent and 911 if necessary.

Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a civil disturbance should notify the principal/director as soon as possible.

Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary
- Determine the credibility of the threat and decide if 911 needs to be called
- Initiate school lockdown if necessary
- Follow up with the District Superintendent and the coordinator of safety and security, the police and community leaders and other appropriate parties for opening school the next day
- Update staff before school begins
- Consider calling in counselors to be available the next day
- Initiates functional annexes as are appropriate

Staff Actions:

- Keep the command post advised of any additional information
- Gather information as to what is taking place, number of people involved and intentions of the group
- Move away from the areas where the confrontations may occur

13. Bus Accident

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect from further injury students/staff and school property as well as procedures to follow in the event of a bus accident.

Scope

Bus drivers shall contact the transportation supervisor who will notify the transportation director. The director will advise.

Core Functions

In the event of a bus accident schools will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to further injury. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place (on bus)
- Evacuation (from bus)
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a bus accident shall notify the principal/director as soon as possible. Appropriate notifications shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary
- Initiate functional annexes as are appropriate
- Activate communications annex
- Notify the building administrator
- Assign a designee to respond to the hospital if students need to be transported there
- Provide information to the media regarding the plan implemented by Monroe 2-Orleans BOCES.
This will usually be done in conjunction with the home district or may be done by the home district

Staff Actions:

- The driver, if possible, will immediately notify the transportation supervisor
- The driver will ensure the students are in no further danger
- The driver will request assistance from fire, ambulance and police as is appropriate
- The driver will initiate the Accident Report Procedure with the first priority being to establish a list of names of students on the bus
- The transportation supervisor will notify the Incident Commander
- Building Administrators after being notified will notify parents of children who were injured or shall be late arriving home
- Parents will be encouraged to not respond to the scene of the accident

APPENDICES

The appendices are included for the purpose of documenting vital information necessary for emergency response. These tables should be completed with the requested information, or a suitable replacement inserted in their place. This information should be continually updated to avoid confusion and delay during emergency responses.

Appendix A – Communications

The following tables should be completed with the requested information. Expand tables to include all information as needed.

Building – Administrative Staff

Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
Antonacci, Jo Anne	District Superintendent	352-2410		No	No
Brown, Karen	Asst. Superintendent – HR	352-2420		Yes	No
Pearson, Marijo	Asst. Superintendent - Curriculum	352-2416		Yes	No
Roland, Steve	Asst. Superintendent - Finance	352-2413		Yes	No
Schulte, Thomas	Asst. Superintendent - Instruction	352-2415		Yes	No

Building – Personnel

Name	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
Almeter, Tammy	352-2606		Yes	No
Alonci, Mike	352-2680		Yes	No
Amoroso, Vicki	352-2778		No	No
Antonacci, Jo Anne	352-2410		No	No
Archer, Annette	617-2507		Yes	No
Bailey, Rebecca (Becky)	617-2437		Yes	No
Barrow, Deborah	617-2437		Yes	No
Bayer, Lisa	617-2503		No	No
Bell, Nicole	352-2711		No	No
Black, Melissa	352-2704		Yes	No
Brickler, Diane	617-2542		Yes	No
Brown, Karen	352-2420		Yes	No
Bull, Michelle	617-2503		Bull	No
Choromanskis, Diane	352-2604		Yes	No
Clayton, Brenda	617-2508		Yes	Yes
Cobstill, Scot	617-2437		Yes	No
Craig, Peter	352-2608		No	No
DeVecchio, Carolyn	352-2763		No	No
Dickson, Melanie	352-2412		No	No
Dzwigal, Colleen	352-2745		No	No
Fassler, Gregory	352-2658		No	No

Building – Personnel cont'd

Name	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
Fillion Dietz, Laurie	352-2650		No	No
Fowler, Andy	617-2602		Yes	No
Fowler, Samantha	617-2467		Yes	No
Franklin, Janice	617-2544		No	No
Fulkerson, Mary Kay	352-2498		No	No
Garrison, Kayla	352-2770		No	No
Graham, Donna	617-2762		Yes	No
Hartung, Debbie	352-2735		No	No
Hess, Janet	352-2695		No	No
Hurst, Ardelle	352-2761		No	No
Intini, Linda	352-2707		No	No
Johnson, Anne	352-2407		No	No
Kirkpatrick, Mary	617-2762		Yes	No
Knitter, Leanne	617-2437		Yes	No
Koza, Barb	617-2437		Yes	No
Laubacher, Mark	352-2754		Yes	No
Laurini, Joanne	352-2622		Yes	No
Lawrence, Patricia	617-2543		No	No
Liesegang, David	617-2419		Yes	No
Livingstone, Bridget	352-2709		Yes	No
Marciano, Darlene	352-2400		No	No
Maslowski, Becky	352-2429		Yes	No
McDermott, Dan	352-2680		Yes	No
McNally, Laura	617-2476		Yes	No
Missell, Sara	352-2718		No	No
Mutschler, Kelly	352-2411		Yes	No
Nesbitt, Tricia	352-2773		Yes	No
Nudo, Sabrina	352-2791		Yes	No
Olson, Lori	617-2467		Yes	No
Otto, Mary	617-2467		Yes	No
Parker, Andrea	617-2518		No	No
Parker, Debbie	352-2621		No	No
Patti, Kim	352-2771		Yes	Yes
Pearson, Marijo	352-2416		Yes	No
Podgers, Marcia	617-2476		No	No
Polito, Nicole	617-2476		No	No
Raponi, Jennifer	352-2757		No	No
Rice, Linda	352-2414		Yes	No
Roland, Steve	352-2413		Yes	No
Rossetti, Ellen	352-2489		No	No
Sassenhausen, Amy	352-2611		No	No
Schulte, Thomas	352-2415		Yes	No
Schwalm, Christina	617-2467		Yes	No
Siracusa, Maria	617-2476		Yes	No
Smith, Corinne	352-2671		No	No

Smyka, Stephanie	352-2443		Yes	No
Stella, Stephanie	617-2403		No	No
Stocking, Shaun	617-2467		Yes	No
Stukes, Anna	352-2797		No	No
Suski, Steven	617-2437		Yes	No
Talbot, Jennifer	352-2441		Yes	No
Van Skiver, Julie	352-2722		No	No
VanCoske, Lynda	352-2603		Yes	No
Vergamini, Wendy	352-2418		Yes	No
Weaver, Estra	352-2400		No	No
Wiemer, Donna	617-2467		Yes	No
Wojtowicz, Jamie	352-2619		No	No
Zelter, Laurie	352-2656		No	No
Zobel, Lisa	352-2456		No	No

District Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Comanzo, Douglas	Coordinator, Safety & Security	851-9283	352-2777	Yes
Sleight, Travis	Director, Operations & Maintenance	406-0162	352-2655	Yes
Security on Duty	Safety & Security	305-8890		No

Transportation Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Pease, Heather	Transportation	617-2720		

External Contact Information (Non-Emergency)

Agency	Contact Person	Primary Contact	Alternate Contact	Safety Team Member
State Police	Major Brian J. Ratajczak	911	398-4100	No
MC Sheriff's Office	Captain Pat Rojas	911	753-4470	No
Ogden Police	Chief Travis Gray	911	617-6131	No
Fire Department	Chief Tom Clark	911	303-1460	No
State Edu. Dept.	Rosanne Groff	518-474-3906		No

Appendix B – Incident Command System (ICS)

The following tables include names and contact information of command staff and locations of command posts.

Incident Commander

	Name	Title/Department	Contact
PRIMARY	Schulte, Thomas	Assistant Superintendent - Instruction	352-2415
SECONDARY	Pearson, Marijo	Assistant Superintendent - Curriculum	352-2416
TERTIARY	Roland, Steve	Asst. Superintendent - Finance	352-2413

Safety Officer

	Name	Title/Department	Contact
PRIMARY	McDermott, Dan	Operations & Maintenance	352-2680
SECONDARY	Alonci, Mike	Operations & Maintenance	352-2680
TERTIARY			

Liaison Officer

	Name	Title/Department	Contact
PRIMARY	Brown, Karen	Assistant Superintendent HR	352-2420
SECONDARY	Rice, Linda	Assistant to the Assistant Superintendent	352-2414
TERTIARY			

Public Information Officer

	Name	Title/Department	Contact
PRIMARY	Dawe, Stephen	Communications Manager	355-5967
SECONDARY			
TERTIARY			

Command Posts

	Interior	Exterior
PRIMARY	Assistant Superintendent for Instr. Programs	Flagpole
SECONDARY	Main Office	WEMOCO
TERTIARY		

Appendix C – Emergency Response Teams

8 NYCRR Section 155.17 (e)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. The following tables are provided for the documentation of those teams your school/sites ERT and PRT, please add additional tables if other response teams are utilized.

ESC Emergency Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Almeter, Tammy	Human Resource Assistant	352-2606	
Alonci, Mike	Operations & Maintenance	352-2680	
Black, Melissa	Administrative Support Specialist	352-2704	
Brown, Karen	Assistant Superintendent of Human Resources	352-2420	
Burke, Tom	Director of Operations and Maintenance	352-2655	
Choromanskis, Diane	Legal Secretary	352-2604	
Comanzo, Douglas	Coordinator of Safety and Security	352-2777	
Laubacher, Mark	Assistant Business Official	352-2754	
Laurini, Joanne	Purchasing Specialist	352-2622	
Livingstone, Bridget	Claims Administrator	352-2709	
Maslowski, Becky	Assistant to the Director of Human Resources	352-2429	
McDermott, Dan	Operations & Maintenance	352-2680	
Mutschler, Kelly	Assistant to the District Superintendent	352-2411	
Nesbitt, Tricia	Assistant to the Assistant Superintendent	352-2773	
Nudo, Sabrina	Coordinator Mid-West RBE_RN	352-2791	
Patti, Kim	Claims Specialist	352-2771	
Pearson, Marijo	Assistant Superintendent for Curriculum & Instruction	352-2416	
Rice, Linda	Assistant to the Assistant Superintendent	352-2414	
Roland, Steve	Assistant Superintendent of Finance	352-2413	
Schulte, Thomas	Assistant Superintendent for Instructional Programs	352-2415	
Smyka, Stephanie	Coordinator for Curriculum, Instruction & Professional Development	352-2443	
Swanson, Barbara	Occupational Health	352-2749	
Talbot, Jennifer	Treasurer	352-2441	
TBD	Secretary to RBE_RN Coordinator	352-2790	
VanCoske, Lynda	Labor Relations Administrator	352-2603	
Vergamini, Wendy	Director of Procurement	352-2418	

ESC Post-Incident Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Almeter, Tammy	Human Resource Assistant	352-2606	
Alonci, Mike	Operations & Maintenance	352-2680	
Black, Melissa	Administrative Support Specialist	352-2704	
Brown, Karen	Assistant Superintendent of Human Resources	352-2420	
Burke, Tom	Director of Operations and Maintenance	352-2655	
Choromanskis, Diane	Legal Secretary	352-2604	

Comanzo, Douglas	Coordinator of Safety and Security	352-2777	
Laubacher, Mark	Assistant Business Official	352-2754	
Laurini, Joanne	Purchasing Specialist	352-2622	
Livingstone, Bridget	Claims Administrator	352-2709	
Maslowski, Becky	Assistant to the Director of Human Resources	352-2429	
McDermott, Dan	Operations & Maintenance	352-2680	
Mutschler, Kelly	Assistant to the District Superintendent	352-2411	
Nesbitt, Tricia	Assistant to the Assistant Superintendent	352-2773	
Nudo, Sabrina	Coordinator Mid-West RBE_RN	352-2791	
Patti, Kim	Claims Specialist	352-2771	
Pearson, Marijo	Assistant Superintendent for Curriculum & Instruction	352-2416	
Rice, Linda	Assistant to the Assistant Superintendent	352-2414	
Roland, Steve	Assistant Superintendent of Finance	352-2413	
Schulte, Thomas	Assistant Superintendent for Instructional Programs	352-2415	
Smyka, Stephanie	Coordinator for Curriculum, Instruction & Professional Development	352-2443	
Swanson, Barbara	Occupational Health	352-2749	
Talbot, Jennifer	Treasurer	352-2441	
TBD	Secretary to RBE_RN Coordinator	352-2790	
VanCoske, Lynda	Labor Relations Administrator	352-2603	
Vergamini, Wendy	Director of Procurement	352-2418	

ESC Exceptional Children Learning Center Emergency Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Archer, Annette	Transition Specialist, Exceptional Children	617-2507	
Green, Paula	Secretary to Special Education Supervisor, Exceptional Children	617-2437	
Barrow, Deborah	Paraprofessional (Job Training Specialist), Exceptional Children	617-2437	
Brickler, Diane	Paraprofessional (Job Training Specialist), Exceptional Children	617-2542	
Bull, Michelle	Transition Specialist, Exceptional Children	617-2503	
Clayton, Brenda	Building Nurse, Exceptional Children	617-2508	
Cobstill, Scot	Paraprofessional (Job Training Specialist), Exceptional Children	617-2437	
Fowler, Andy	Teacher, Exceptional Children	617-2602	
Fowler, Samantha	Teacher, Exceptional Children	617-2467	
Graham, Donna	Transition Specialist, Exceptional Children	617-2762	
Kirkpatrick, Mary	Paraprofessional, Exceptional Children	617-2511	
Knitter, Leanne	Paraprofessional (Job Training Specialist), Exceptional Children	617-2437	
Koza, Barb	Paraprofessional (Job Training Specialist), Exceptional Children	617-2437	
Malone, Heather	Special Education Supervisor, Exceptional Children	617-2439	

McNally, Laura	Teacher, Exceptional Children	617-2476	
Olson, Lori	Paraprofessional, Exceptional Children	617-2467	
Otto, Mary	Paraprofessional, Exceptional Children	617-2467	
Schwalm, Christina	Paraprofessional, Exceptional Children	617-2467	
Siracusa, Maria	Paraprofessional, Exceptional Children	617-2476	
Stocking, Shaun	Paraprofessional, Exceptional Children	617-2467	
Suski, Steven	Paraprofessional (Job Training Specialist), Exceptional Children	617-2437	
Wiemer, Donna	Paraprofessional, Exceptional Children	617-2467	

ESC Exceptional Children Learning Center Post-Incident Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Archer, Annette	Transition Specialist, Exceptional Children	617-2507	
Green, Paula	Secretary to Special Education Supervisor, Exceptional Children	617-2437	
Barrow, Deborah	Paraprofessional (Job Training Specialist), Exceptional Children	617-2437	
Brickler, Diane	Paraprofessional (Job Training Specialist), Exceptional Children	617-2542	
Bull, Michelle	Transition Specialist, Exceptional Children	617-2503	
Clayton, Brenda	Building Nurse, Exceptional Children	617-2508	
Cobstill, Scot	Paraprofessional (Job Training Specialist), Exceptional Children	617-2437	
Fowler, Andy	Teacher, Exceptional Children	617-2602	
Fowler, Samantha	Teacher, Exceptional Children	617-2467	
Graham, Donna	Transition Specialist, Exceptional Children	617-2762	
Kirkpatrick, Mary	Paraprofessional, Exceptional Children	617-2511	
Knitter, Leanne	Paraprofessional (Job Training Specialist), Exceptional Children	617-2437	
Koza, Barb	Paraprofessional (Job Training Specialist), Exceptional Children	617-2437	
Malone, Heather	Special Education Supervisor, Exceptional Children	617-2439	
McNally, Laura	Teacher, Exceptional Children	617-2476	
Olson, Lori	Paraprofessional, Exceptional Children	617-2467	
Otto, Mary	Paraprofessional, Exceptional Children	617-2467	
Schwalm, Christina	Paraprofessional, Exceptional Children	617-2467	
Siracusa, Maria	Paraprofessional, Exceptional Children	617-2476	
Stocking, Shaun	Paraprofessional, Exceptional Children	617-2467	
Suski, Steven	Paraprofessional (Job Training Specialist), Exceptional Children	617-2437	
Wiemer, Donna	Paraprofessional, Exceptional Children	617-2467	

Appendix D – Memoranda of Understanding (MOU)

Not applicable to this site.

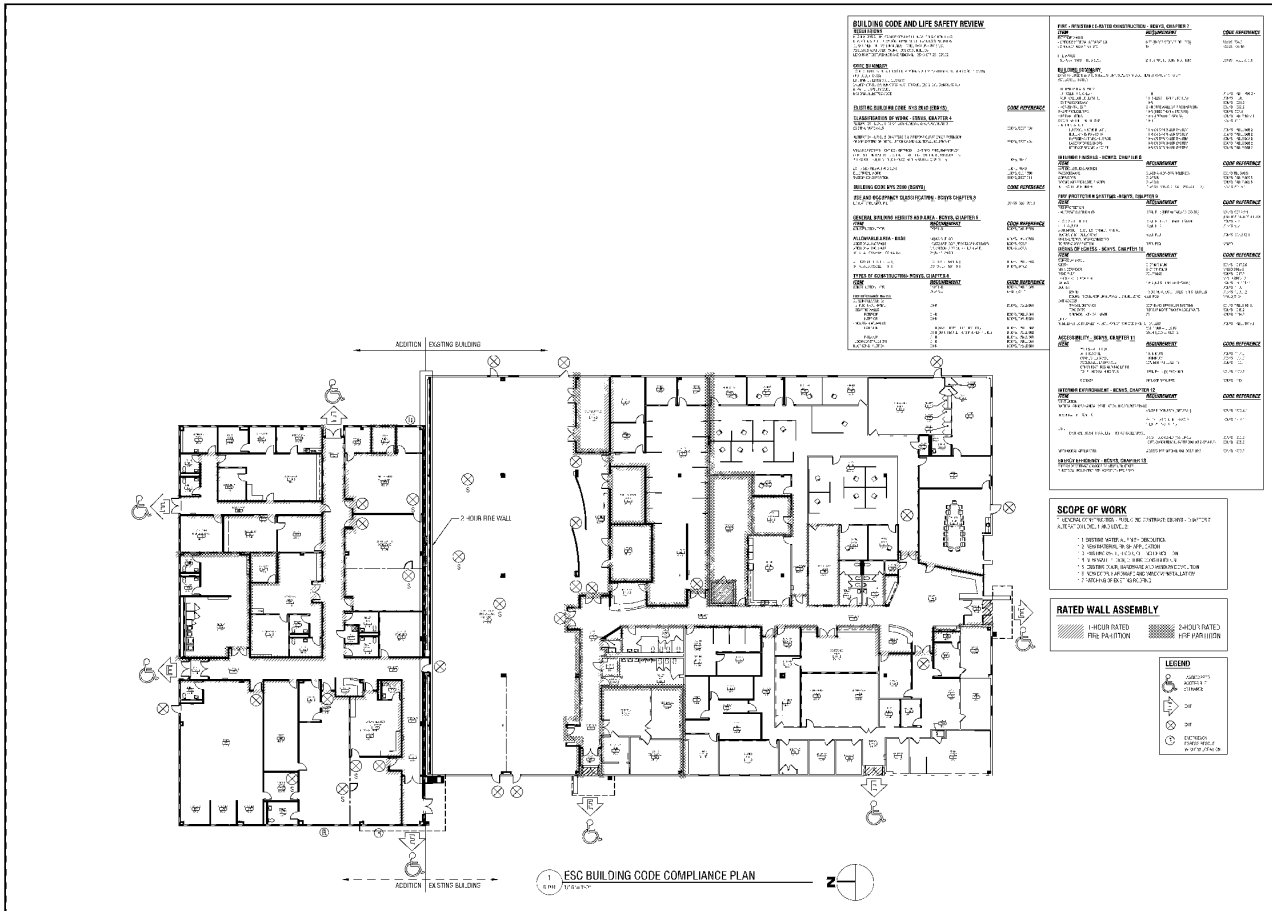
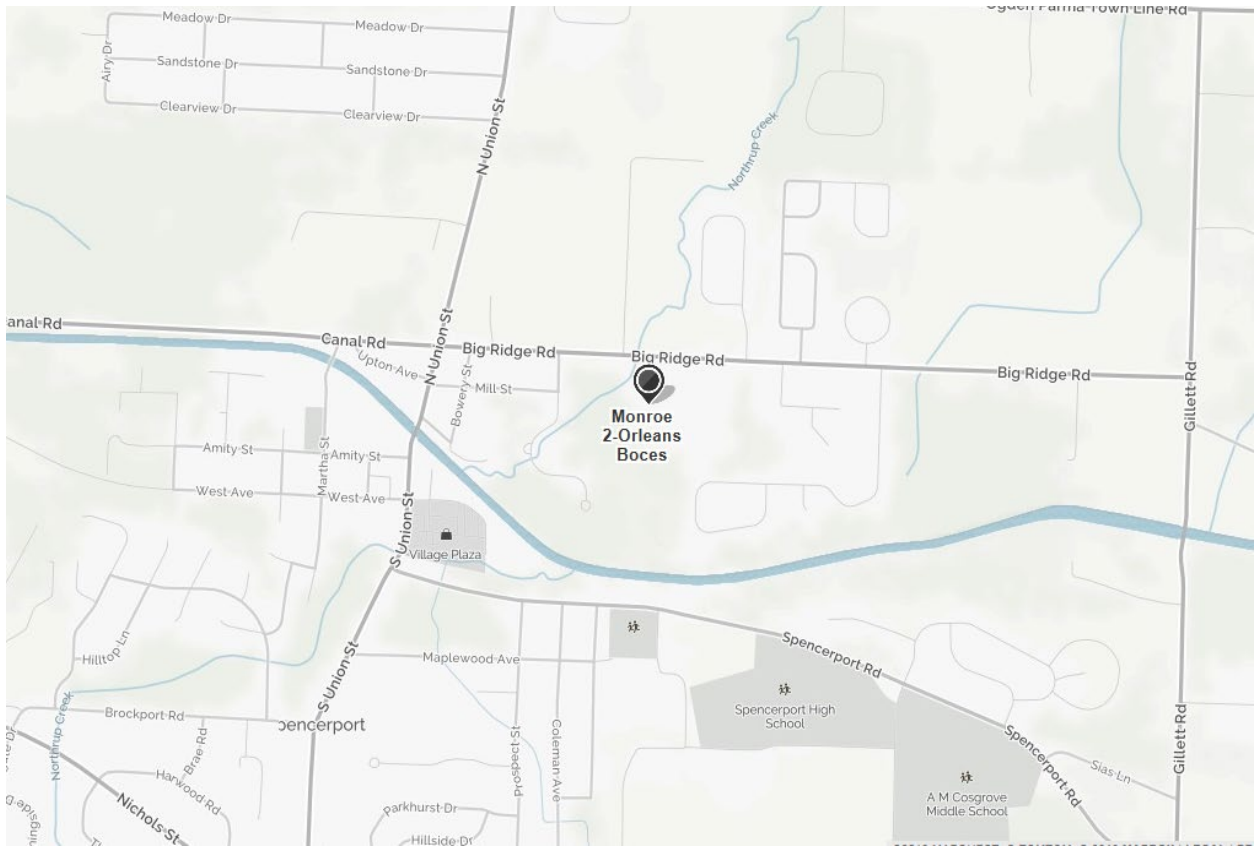
Appendix E – Master Class Schedule

Not applicable to this site.

Appendix F – Building/Grounds and Local Road Maps

8 NYCRR 155.17 (e)(2)(iii) Procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school/site interior, school/site grounds and road maps of the immediate surrounding area.





SECTION	DESCRIPTION	REVISIONS
1	FOUNDATION	1.00
2	FLOOR	1.00
3	CEILING	1.00
4	WALL	1.00
5	DOOR	1.00
6	WINDOW	1.00
7	MECHANICAL	1.00
8	ELECTRICAL	1.00
9	PLUMBING	1.00
10	MECHANICAL	1.00
11	ELECTRICAL	1.00
12	PLUMBING	1.00
13	MECHANICAL	1.00
14	ELECTRICAL	1.00
15	PLUMBING	1.00
16	MECHANICAL	1.00
17	ELECTRICAL	1.00
18	PLUMBING	1.00
19	MECHANICAL	1.00
20	ELECTRICAL	1.00
21	PLUMBING	1.00
22	MECHANICAL	1.00
23	ELECTRICAL	1.00
24	PLUMBING	1.00
25	MECHANICAL	1.00
26	ELECTRICAL	1.00
27	PLUMBING	1.00
28	MECHANICAL	1.00
29	ELECTRICAL	1.00
30	PLUMBING	1.00
31	MECHANICAL	1.00
32	ELECTRICAL	1.00
33	PLUMBING	1.00
34	MECHANICAL	1.00
35	ELECTRICAL	1.00
36	PLUMBING	1.00
37	MECHANICAL	1.00
38	ELECTRICAL	1.00
39	PLUMBING	1.00
40	MECHANICAL	1.00
41	ELECTRICAL	1.00
42	PLUMBING	1.00
43	MECHANICAL	1.00
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45	PLUMBING	1.00
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78	PLUMBING	1.00
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81	PLUMBING	1.00
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91	MECHANICAL	1.00
92	ELECTRICAL	1.00
93	PLUMBING	1.00
94	MECHANICAL	1.00
95	ELECTRICAL	1.00
96	PLUMBING	1.00
97	MECHANICAL	1.00
98	ELECTRICAL	1.00
99	PLUMBING	1.00
100	MECHANICAL	1.00

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ARCHITECTURAL, L.L.C.

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ROCHESTER, NY 14608
716.243.8888
www.labella.com

MONROE 2
3088 BIG RIDGE ROAD
SPENCERPORT, NEW YORK 14550

BOCES

**CAPITAL IMPROVEMENT
PROJECT 2014**
SFD No. 10-42-40-40-405-014

DATE: 01/15/2014
SCALE: AS SHOWN
PROJECT: 100
SHEET: 001
DATE: 03/11/2014

**ESC BUILDING
CODE COMPLIANCE
PLAN**

G-006

Appendix G – Students/Staff/Guests with Special Needs

Room No.	Persons with Special Needs	Description of Needs

Appendix H – Mental Health

Symptoms of mental health disorders vary depending on the type and severity of the condition. Many times, changes and concerns can be addressed simply by contacting the family and asking that they follow up with a health care provider. At times, however, symptoms may be more severe and pose a mental health emergency. Possible signs that someone is having a mental health emergency are as follows:

- Confused thinking or change in typical style of interacting
- Increased anger and/or mood swings
- High emotionality and/or inability to cope in the moment
- Behaving recklessly in a manner that poses a risk to self or others
- Expressing feelings of worthlessness or hopelessness
- Making statements or gestures indicating that s/he wishes to harm self or die
- Making statements or gestures threatening to harm others
- Questionable influence of drug or alcohol use affecting current behavior

If a person is demonstrating any of the aforementioned signs of a mental health emergency, they should be taken seriously, and immediate action should be taken. The program supervisor should be notified, and a Risk Threat Assessment Plan may be activated.

Possible actions include:

- Call Security/911 if an immediate threat to student/staff safety is present
- Arrest and/or mental hygiene arrest may be warranted
- Isolate individual as much as possible and maintain supervision at all times
- Contact parent/guardian for student removal with recommendation to seek assessment and treatment, either through pediatrician, community-based mental health provider, mobile crisis team, and/or visit to emergency room if suicidal ideation or safety concern is present
NOTE: Parent or guardian must be contacted in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide
- If student can be maintained on school grounds, consider contacting Mobile Crisis team (via Lifeline at (585) 275-5151)
NOTE: Family is charged a co-pay/fee when this is used on behalf of a student

Appendix I – Violence Prevention

You can increase your ability to recognize early warning signs by establishing close, caring, and supportive relationships with students so that you know them well enough to note changes in their behavior patterns. Be aware that one of these signs alone may not be an indicator but one sign may lead you to look for more signs. Try to understand violence and aggression within context (culture/family background), avoid stereotypes, view warning signs within a developmental context, and understand that a child may typically exhibit multiple signs.

Early Warning Signs for Students at Risk:

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Having been a victim of violence
- Feelings of being picked on and persecuted
- Low interest in school/poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Impulsive or chronic hitting, intimidating, and bullying
- History of discipline problems
- Past history of violent/aggressive behavior and/or violence toward peers
- Intolerance for differences/prejudices
- Drug and/or alcohol use
- Caregivers have a history of drugs/alcohol involvement
- Peer group reinforces antisocial behaviors
- Learned attitudes accepting aggressive behavior as normal and effective in solving problems
- High level of violence in the home, neighborhood, or media
- Poor attendance and numerous school suspensions
- Affiliation with gangs
- Difficulty with social skills and poor peer relations
- Easily influenced by others/tendency to copycat
- History of parental rejection, inconsistent discipline and lack of supervision
- Difficulty controlling impulses and emotions
- Inappropriate access to, possession of, and use of firearms
- Serious threats of violence
- Poor personal hygiene
- Cruelty to animals
- Setting of fires
- Lack of remorse or empathy others

Imminent Warning Signs:

- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage for minor reasons
- Detailed threats of lethal violence
- Possession and/use of firearms and other weapons
- Self-injurious behaviors or suicide threats/expressions of hopelessness
- Irrational beliefs and ideas
- Verbal, non-verbal, or written threats or intimidation
- Fascination with weaponry/bombs and/or violent acts
- Expression of plan to hurt self or others
- Externalization of blame
- Unreciprocated romantic obsession
- Fear reaction among fellow students or faculty
- Drastic changes in belief systems
- New or increased stress at home or school
- Inability to take criticism
- Feelings of being victimized
- Intoxication from alcohol or drugs
- Violence toward inanimate objects
- Steals or sabotages projects or equipment
- Lack of concern for the safety of others

If you suspect that one of your students is exhibiting signs or is at risk of violence, contact your supervisor immediately.

Monroe 2-Orleans BOCES has a Threat Assessment Plan in place that can be activated to address related issues.

Appendix J – Bomb Threat Data Sheet

Date: _____

Time: _____

Your name: _____

Position: _____

Phone: _____

Exact wording of the threat:

Questions to ask:

1. When is the bomb going to explode?

2. Where is the bomb 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? Why?

7. What is your name and address?

Threat Information:

Gender of caller: _____

Race of caller: _____

Age of caller: _____

Length of call: _____

Number at which threat call was received:

Number from which threat call was made:

Threat Language:

___ Electronic	___ Foul language
___ Incoherent	___ Irrational
___ Taped	___ Well-spoken
___ Other _____	

Caller's voice:

___ Accent (type): _____	
___ Angry	___ Calm
___ Crying	___ Deep breathing
___ Disguised	___ Excited
___ High-pitched	___ Intoxicated
___ Loud	___ Low-pitched
___ Nasal	___ Slow
___ Soft/whisper	___ Stutter
___ Other _____	

Background noises:

___ Animal(s)	___ Airplanes
___ Cell phone	___ Factory noises
___ House noises	___ Music
___ Static	___ Traffic
___ Voices (describe) _____	



Monroe 2-Orleans BOCES

PANDEMIC PLAN

**Updated
June 2, 2020**

Defining the Plan

According to the World Health Organization (WHO) pandemic is a worldwide spread of a new disease. (Feb 2020 WHO website)

Influenza pandemic occurs when a new influenza virus emerges and spreads around the world. Most people have no immunity.

The Purpose of the Guide

The purpose of this document is to assist in managing the impact of an influenza, pandemic or other Department of Health reportable illness, if one should transpire, that affects the BOCES 2. This document focuses on two main strategies which include:

- Sustaining educational functions.
- Reducing the spread of illness within school facilities.

This guide provides procedures to address:

- Communication to schools from external sources regarding a pandemic illness and internal communications within the school.
- Activities to reduce the spread of the illness:
 - Reducing the risk of infected persons entering BOCES 2 Schools, including students, staff and all visitors.
 - Student spacing – reducing person-to person interactions.
 - Social distancing – reducing or postponing school events or activities.
 - Cleaning and disinfecting school facilities.
 - Educating parents/students/staff to address potential concerns.
 - Address those students/employees that may become ill while at school as well as those who may have been exposed to a virus.

Prevention

- Disseminating information regarding:
 - Prevention strategies.
 - Other public health guidance provided by governmental agencies.

- Maintaining School Functions:
 - Identify essential staff and school functions.
 - Plan for absenteeism of students and/or staff members.
 - Communicate with parents/guardians/students/staff.
 - Education for employees/students/parents/guardians regarding the pandemic.

The District-Wide Health & Safety Committee

Management of Operations

- The District-Wide Health & Safety Committee and District Superintendent/designee, including Nursing Department Chairperson/designee and Occupational Health Nurse will be responsible for the pandemic plan.

- The Communications Manager will be responsible for communications as directed by the District-Wide Health & Safety Committee.

- If necessary, the District-Wide Health & Safety Committee will be assembled. This team will be responsible for the implementation of the pandemic plan.

- If necessary, the District Superintendent/designee may initiate an Incident Command Center at the ESC Building to manage the pandemic plan. The command center will collaborate with the BOCES 2 Physician, the Monroe County Health Department, Component Districts and other local, county and state agencies.

- Planning by the District-Wide Health & Safety Committee will include input from the BOCES 2 Physician and the Nursing Department Chair/designee, Occupational Health Nurse, teachers, administration, parent representatives and other members of the community as appropriate.

- The District-Wide Health & Safety Committee will review the local emergency response and public health plans. The review of the District's communicable disease policies and procedures will be completed by the Chief Emergency Officer, BOCES 2 Physician and the BOCES 2 Nursing Department Chair/designee and Occupational Health Nurse.

- The necessary Personal Protective Equipment (PPE) will be provided, as available and used as directed by the Monroe County Health Department, CDC, NYSDOH Our communicable disease regulations refer to guidance from NYSDOH & local Health Department.
- All staff absences will be monitored by individual building administration. Any spikes or excessive absences will be compiled and sent to the Director of Human Resources.
- The Nursing Department Chair/designee will be responsible for reporting Upper Respiratory Illness (URI) student absences to the District Superintendent's Cabinet.
- Upon notification to the District Superintendent/designee by the Monroe County Public Health Department that a pandemic is occurring, the District-Wide Health & Safety Committee will:
 - * Set up prominent notices at all facility entry points advising students and visitors not to enter if they have Upper Respiratory Illness (URI) like symptoms or other identified criteria.
 - * Educate employees, students, parents and visitors on how to stop the spread of the virus by disseminating the appropriate information to each school. The information will then be placed in conspicuous places (including entrances, bulletin boards, meeting rooms and restrooms). Notices should contain hygiene information regarding hand washing, cough and sneeze etiquette and student spacing.
 - * The district website will be used for periodic health updates and advisories. Connect Ed will be used as warranted to process rapid notifications to staff and families in the community.
 - * The Monroe 2 BOCES Director of Operations & Maintenance, in cooperation with the Nursing Department will take measures to ensure the presence of PPE & hygiene related supplies, for employee and student use and OSHA approved cleaning supplies for employee use.
 - * Decisions on how and when to operate the school system with a significant shortage of staff and students will be made by the District Superintendent/designee. Such a decision will be made in conjunction with the Monroe County Health Department, the NYS DOH, Centers for Disease Control, the Component School Districts and the Monroe 2 BOCES Nursing Department Chair/designee when appropriate. These decisions may also consider alternatives such as staggered school times, changes to busing and telecommunications. Criteria for implementing containment measures, such as but not limited to

cancelling of events and other mass gatherings, will be determined by the District Superintendent/designee in collaboration with local, State, and Federal guidelines.

- * Procedures to assure continuity of instruction will depend on the variables of the pandemic event. Alternative methods of instruction may include webcasts, e-mail, television or radio broadcasts or other alternative methods. In some cases, a decision may require prolonged school closure and complete postponement of instruction until a later date, such as during previously scheduled vacations. Each BOCES 2 instruction site has formulated continuity of instructions plans to be included in each of the sites Emergency Response Plans (ERP)

Communication for Schools

- * Monroe 2 BOCES has aligned its pandemic plan with the Monroe County Health Department, as well as the Federal and New York State Department of Health and Human Services and the Centers for Disease Control. Pandemic guidance will be consistent with these agencies' recommendations in order to coordinate an appropriate response and to avoid causing unnecessary concern. Key features include Working closely with the Monroe County Health Department and establishing communications mechanisms among BOCES 2 School Personnel, Component School Districts and with the community at large.
- * The primary communication channel will be the Monroe County Public Health Website located at <http://www.monroecounty.gov/health-index.php>. Specific information for schools will also be made available both through the website and through the Monroe 2-Orleans BOCES Website.
- * The District Superintendent/designee and/or Communication Group Manager will function as spokesperson(s) for the district. Communication channels will be used according to the nuances of the pandemic which may include website information, school and district newsletters, e-mail, and the district's automated telephone message system (Blackboard Connect). All staff will be advised to refer outside media inquiries directly to central office. Scripts for building office staff, nursing, and teaching staff will be provided when appropriate for a consistent message to be given out to everyone.

- * Communications to employees will be placed in each individual school emergency plan. The Building Administrators will advise the employees in advance where to find up-to-date and reliable information about pandemics. While efforts will be made to inform staff in a timely fashion of all new developments, during actual outbreaks and especially during high district level problem-solving that may take time, minor communication delays may occur. Building Administrators will remind staff that they should only regard official district communications as valid and that patience by all may be required and will be appreciated.
- * Upon authorization of the District Superintendent/designee, communications will be made via the district's automated telephone message system, e-mail, and/or the Monroe 2-Orleans BOCES website, www.monroe2boces.org.
- * The Communications Manager will provide links to the Monroe County Health Department website, the Federal and the New York State Department of Health and Human Services, and the Center for Disease Control that will be disseminated via e-mail and/or the BOCES 2 website www.monroe2boces.org.
- * The Nursing Department Chair/designee and Occupational Health Nurse, in cooperation with the Communications Manager, will provide educational communications regarding best health care practices and community resources related to specific pandemic.
- * The District Superintendent/designee will provide communications regarding school policies for employee's compensation and sick leave absences, mandatory exclusions, and enforcement that may be unique to a pandemic.

Reducing the Spread of Illness

- * The dissemination of information pertaining to the district's Pandemic Preparedness and response plan will be made available on the BOCES 2 website.
- * The district will have rapid and accurate communications. Communications will strive to reduce panic and address the potential for fear and anxiety that the students and/or families may have as a result of rumors or misinformation.

- * To the greatest extent possible, the BOCES 2 will disseminate information for parents about the potential impact of a pandemic on school functioning. Families will be advised at the start of each school year to have a family emergency plan in place for childcare and intra-family communication in the event of prolonged school closure, as well as to keep the district accurately informed of all emergency contacts as they may change over the year.
- * To the greatest extent possible, the district communications will be culturally and linguistically appropriate to meet the needs of all students/families.
- * The Nursing Department Chair/designee will compile a list of medically fragile students. In the event that the illness spreads, these families will receive verbal and/or written notification.

Student Spacing (social distancing)

Student spacing refers to use of physical distance among students and exposure time among individuals to reduce the spread of illness between people. In the event of a pandemic, BOCES 2 will distribute education and guidance on student spacing to all staff, students and parents according to CDS Guidelines.

Where possible, please consider the following student spacing strategies:

- Spacing student's desks / work surfaces
- Limiting group activities and interaction between classes.
- Creating an isolation room adjacent to, or in close proximity to, the health office to maintain symptomatic students, while awaiting transportation home.

School Cleaning

- * Frequent and routine cleaning will remain the best practice. BOCES 2 will follow the local, state, and federal guidelines for cleaning practices during a pandemic outbreak. Specialized cleaning solutions may not be necessary. Therefore, standard cleaning products and soap and water may be adequate to disinfect most surfaces. OSHA approved products will be used according to the manufacturer's instructions to ensure adequate amounts of appropriate drying periods are followed.
- * Appropriate ventilation, such as opening windows, to the facility will be used to ensure a clean learning atmosphere.

- * The Director of Operations & Maintenance will establish a schedule for cleaning and changing filters of the heating/air conditioning systems. This should occur more frequently during a pandemic.
- * To the greatest extent possible, staff will be advised not to share telephones. If it is essential that they are shared, they should be disinfected and use approved cleaning solutions always maintaining good hand hygiene.
- * Details regarding cleaning solutions can be found located on the fact sheets at the Monroe County Department of Health Website.

Educating Students/Staff/Parents to Inform and Address Concerns

It is likely there will be anxiety regarding the pandemic influenza, and this may contribute to increased absenteeism and/or increased distress to students, parents and staff. Suggested methods to address this include:

- * Educating those involved in the BOCES 2 preparedness and ongoing management efforts.
- * Provide timely updates to students, parents, teachers and other relevant parties.
- * During a pandemic, continue to educate staff, students and parents regarding the progress of the pandemic, its avoidance, and its effects.
- * As needed, work with local resources and local public health officials to assure support mechanisms are readily available. (For example: counselors, mental health, social services and faith-based resources.)

Managing Illness in Staff, Students or Visitors

- * The Building Administrators, based on central office guidance, will post information on what to do if people get sick while at school.
- * BOCES 2 Administration, in conjunction with the Communications Manager, will inform staff and students regarding symptoms of the illness.
- * The BOCES 2 Physician in collaboration with the Nursing Department Chairperson/designee & Occupational Health Nurse will review and approve BOCES 2 Infection & Exposure Control Manual for managing suspected or confirmed illness, including identification criteria, infection control, personal protective devices, and exclusion criteria.

- * If a student becomes ill or if someone observes that another person is exhibiting symptoms of URI at school, staff will direct the student to the health office for evaluation and when indicated by the school nurse, ensure that the ill person leaves the school as soon as possible, and does not return until the exclusion period has been lifted. Ill students should wear a mask, as tolerated and wait in the isolation room until dismissed or picked up from school.
- * To the greatest extent possible, the transportation of ill students will be done by a parent and/or guardian. If the student is transported by a bus, the effected student should wear a mask, as tolerated.
- * Parents of ill students will be directed to seek medical care. The BOCES 2 Physician and/or School Nurse Practitioner will advise nursing staff on complicated cases, following the recommendations of the Local County Health Department.
- * Staff that become ill while at work will immediately don a mask and proceed with self-isolation. They will contact their supervisor and they will leave their worksite as soon as possible.
- * Parents and/or students, as well as staff members, will adhere to guidelines set forth by the Monroe County Health Department regarding standard baselines for staying home and when they may return to school. Supervisors and Building Administrators working in cooperation with teaching and nursing staff will enforce mandatory exclusions.
- * The Nursing Department Chair/designee will report early dismissal and/or absence to NYSDOH, local DOH, and/or designated reported entity, on a daily basis as requested

Continuity of Operations

The BOCES 2 Business Continuity Plan will be utilized should it be required during a pandemic.

Required Personnel

- * All district-level administrators – to assist with communication, work with other agencies and plan accordingly.
- * All Building Administrators – to assist with communication, building guidance and enforcement, and planning with district level administration.

- * Secretarial staff – to assist in carrying out the plan of action as directed by the district office and building administrator.
- * All Operations & Maintenance staff members – to ensure a safe, clean environment.
- * All nursing staff members – to assist in planning and promoting safe and healthy environments; to identify and manage staff and student illness; to assess, stabilize, and triage individuals with URI, and to assist the Building Administrators in enforcement of mandatory exclusions.
- * All budgetary and payroll issues that arise due to a pandemic will be addressed according to state and federal law, school district policy and the idiosyncrasies of the pandemic.

Alternative Education Methods

Monroe 2 BOCES reserves the right to educate children based on the details of the pandemic.

Alternative modes of education may be delivered by web-based learning, e-mail, television/radio broadcasts and/or U.S. Postal Service. Alternatively, postponement of instruction with make-up sessions over previously planned vacations may be required based on local, state and federal guidance, as well as the feasibility of extended out-of-school instruction.

School Pandemic Maintenance

- * The District Pandemic Plan will be reviewed and revised annually by the District-Wide Health & Safety Committee
- * The plan will be tested periodically. Relevant agencies, such as the Monroe County Health Department, may be involved in the test.

Appendices

1. Instructional

- Career Technical Education (CTE)
- Westside Academy
- Exceptional Children
 - Exceptional Children Learning Center / ADL House
 - Ridgecrest Academy
 - Exceptional Children Westview
 - Village Plaza
 - Paul Road Transition
- Center for Workplace Development (CWD)

2. BOCES 4 Science

3. Business

4. HR

5. CaTS

6. Communications

7. Operations and Maintenance

Instructional

Career Technical Education- CTE

CTE Emergency Response Plan Annex

Pandemic Plan

Stage: Preparations before confirmed case/LEVEL 1 (*Actively Monitoring-No Cases locally*)

- Staff reminded to go home/stay home if sick
- Staff and students encouraged to use good infection control practices, proper hand washing live demonstrations by CNA students and staff, proper hand washing video shared across department
- Education about proper use of masks
- Reviewed O&M cleaning and disinfecting practices and schedule for improved collaboration
- Hand sanitizer and disinfecting wipes made available across the department
- Isolation room identified (Main Conference Room)
- Staff asked to consider social distances if/when appropriate or possible without causing unnecessary concern
- Lists compiled of all upcoming events/activities beyond classroom instruction
- Events/activities reviewed on a case-by-case basis
- Staff encouraged to consider creative WBL activities as alternatives to external activities
- Staff encouraged to review instructional technology options and consider expanded use (Schoology, Remind App, P drive), implementation support offered by Instructional Specialists and colleagues with extensive experience using the technology
- Staff asked to expand sub plans and collaborate with colleagues so student cohorts can be merged if necessary
- Staff encouraged to review curriculum maps and consider units/lessons requiring less lab/application in case on-line learning is necessary
- Staff surveyed to determine computer and internet access at home, laptops prepared and sent home on Friday with staff lacking technology at home
- Staff advised to know passwords and confirm access to resources for use at home, email with Technology Tips shared across department
- Staff asked to review steps necessary to close classrooms for extended periods of time and communicate concerns with administration
- Attendance secretaries (student and staff) asked to alert administration to increased absences or clusters
- Office staff asked to review daily and weekly tasks and confirm that a colleague is cross trained on all necessary tasks
- Staff advised to update contact information with HR for communication purposes (especially if they did not receive notification about the recent snow day)
- Staff encouraged to process direct deposit request

- Communication with families who opted out of hand sanitizer use at start of school year to confirm desire to continue opt out
- Agency-wide communication to families

Stage: Strategies for single or minimal confirmed case(s)/ LEVEL 2 (*Containment-Cases identified locally*)

- Level 1 practices continue
- WBL activities in large healthcare facilities cancelled
- Classrooms in healthcare facilities/public facilities relocated to main campus
- WBL group activities (field trips, competitions) cancelled for a 2-week window
- Planned events with large numbers expected (Craft and Vendor Show, ProStart Competition) cancelled for a 2-week window
- Remaining WBL considered on a case-by-case basis
- If one or a few students are impacted, we will use our existing process for Long Term Suspended and/or Medically Absent students. Work will be provided through electronic means and/or courier where necessary

Stage: Outbreak in school/high number of students and staff affected/LEVEL 3 (*Mitigation-Confirmed Cases among students/staff*)

- Level 1 and Level 2 practices continue
- Merge classrooms/cohorts if necessary
- Review remaining WBL activities, events reviewed and cancelled as necessary
- Modified instruction available through instructional technology and/or distance instruction
- Hard copy units/lessons provided to students without necessary technology at home

Westside Academy

Westside Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Tom Schulte if there is a spike in either staff or student absenteeism.
- Teachers are all prepared with distance learning and online resources to teach, including using Zoom
- All students have emails and logins for all instructional materials
- Students have given / shared with us, through a form, their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Counselors and Related Service are prepared to communicate with all students if there is an outbreak through Zoom and Phone calls
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Ensure students have appropriate vaccination.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, we will use conference room #15 from the nurse's office as a potential place of isolation, until their parents are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-enter.
- Determine process for re-opening schools or reconvening students • Follow policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Westview

Westview Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room across from the nurse's office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.

- Work together with DOH when a case or cases are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Ridgecrest Academy

Ridgecrest Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurses will give hand washing training to all 8:1:2 and 6:1:2 students. Students in the 6:1:1 classroom will watch a video on proper hand washing during Science class.
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Reconfigure seating in classrooms to insure optimal spacing.
- Alert Tom Schulte if there is a spike in either staff or student absenteeism.
- Teachers will extend how far their sub plans go out in case they become ill and are out of the building for an extended period of time.
- Encourage any staff that has not to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Review policies and practices related to handling animals in school or on field trips.
- Ensure students are appropriately vaccinated.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms we will use the sensory regulation room as a potential place of isolation, until their parents are able to pick them up from school or we are able to send them home in a car service.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with LDOH/DOH when a case or cases are known so that close contacts and sources can be identified. You can expect to help LDOH/DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)

- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re
- Determine process for re-opening schools or reconvening students • Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Paul Road Transition

Paul Road Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the student calm room across from the nurse's office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Rochester Tech Park

Rochester Tech Park Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room (next to Shannon Alvarado's office) and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Village Plaza

Village Plaza Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the staff break room across from a restroom and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Center for Workplace Development- CWD

CWD Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Communicate to staff and students' critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Post information related to preventative measures throughout CWD.
- Encourage students and staff to engage in effective preventative practices.
- Reinforce routine cleaning and sanitation practices.
- Develop response plan for +600hr job training programs (Dental Assistant, Medical Office Assistant, HVAC/R)

****COVID-19 SPECIFIC PLAN****

- Program suspension approved (3/12/20) by COE, NYSED, and USDOE
 - Length of suspension defined organizationally through Monroe 2-Orleans BOCES.
- Financial Aid calculations will need to be re-run with appropriate dates and other considerations as outlined by USDOE.
- Notify COE Advisory Boards of program changes and any business partner who may be anticipating internship starts.
- Notify COE and NYSED of program disruption and projected re-start date.
- Consider restructuring specific job training program calendars to prepare for outbreak (i.e., Nurse Assistant, Phlebotomy)
- Ensure instructors have current contact information for students.
- Send email to staff regarding checking voicemails from home.

Single Case (What are we doing when there is a confirmed case)

- Communicate to staff and students' critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Advise staff and students that are sick to stay home from work/class.
- Create a revised attendance policy in event of outbreak
- Increase social distance within classroom and office settings.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean all CWD offices and classrooms
- Determine who the staff/student was in direct contact with since symptoms were observed.
 - Begin conducting active screenings for illness in the office.
- If single case occurs at RTP, coordinate with CTE partners to explore relocation options.
- Consider cancelling Literacy and ESOL courses until further notice.

Outbreak in School

- Communicate to staff and students' critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Adopt revised attendance policy.
- Suspend all Literacy, ESOL, Nurse Assistant, and Phlebotomy and Continuing Education programs until further notice.

- Suspend all non-essential programming and consider executing essential functions remotely.
 - General email accounts monitored by Linda Rice and Nicole Carpenter.
 - Main phone line message posted indicating closing and direct caller to CWD website for current information.
- Adopt response plan for +600-hour job training programs – Outlined in Preparation Stage.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean CWD Offices.
- Monitor main phone line messages, and inquiry emails submitted through CWD website.

Epidemic (What are we doing when many students and staff are infected)

- Follow all guidelines communicated through Monroe 2-Orleans BOCES,
- Follow all protocols outlined during Outbreak
- Develop re-entry plan
 - Cleaning protocol
 - Communication plan to students/staff

Critical Considerations:

Essential Function	Person Responsible	Technology Needs
Financial Aid	Mike DiPasquale	BOCES laptop / VPN
Payroll	Nicole Carpenter	BOCES laptop
Attendance (Only for Distance Learning)	Nicole Carpenter	BOCES laptop / XenDirect
Monitor main phone line / first level response to website inquiries	Angela Capobianco (Nicole Carpenter/Linda Rice)	None

- Kryterion Testing needs to be postponed following guidelines listed above.
- Prometric Testing – Is any scheduled in the next 2-4 months?
- Program reporting – What State/Federal reports are coming due in the next 2-4 months?
- IPEDS
- CTEDS
- Consider mail delivery – Do we have a Post Office that holds mail? Do we have it redirected to ESC/CTE? Do we utilize essential personnel to handle incoming mail?

BOCES 4 Science

BOCES 4 Science Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Cleanliness: Personnel are reminded to:
- Wash hands regularly and for at least 20 seconds with warm water
- Use Monroe 2-Orleans BOCES provided hand sanitizer – particularly when transitioning between various tasks or when in common area (i.e., breaking down ESP kits)
- Clean personal work areas with Monroe 2-Orleans BOCES approved cleaning supplies (wipes, etc...) multiple times throughout the day in addition to regular and “deep” cleaning conducted by O & M personnel. Note: O & M will provide cleaning supplies approved for use at Monroe 2-Orleans BOCES.
- Increase social distances – including at workspaces and during breaks
- Stay home when sick – particularly when exhibiting symptoms consistent with COVID-19

Communication:

- Regular updates through weekly meetings at BOCES 4 Science, the Monroe 2-Orleans BOCES website, email, hard copy documentation, or other methods as appropriate
- Multiple posters are posted at entrances and throughout the building with information regarding COVID-19 and preventative measures
- Education regarding cough/sneeze etiquette
- Review of practices related to live materials at BOCES 4 Science
- Opportunities to meet with the BOCES 4 Science Director or Assistant Director to ask questions or clarify released information

Confirmed Cases (Single Case, Outbreak in School, Epidemic):

- Instructional: Professional Learning, Training, and Coaching
- In the event that Instructional Personnel are absent due to infection, then BOCES 4 Science will aim to, when possible:
- Support learning opportunities with other personnel – including administrative staff and other instructional staff part of the BOCES 4 Science Team (from Monroe 1 BOCES, WFL BOCES, or GVEP)
- Engage in digital learning opportunities via Zoom (or other digital communication)
- Reschedule learning opportunities
- Cancel (as a last option)

Students: BOCES 4 Science has 3-5 Work Based Learning Students. In the event that a student is exhibiting signs of COVID-19, he/she will use the office of the Director of BOCES 4 Science as an isolation room until the student can be transported back to his/her home district. At that point, O & M will be informed and will plan for a deep cleaning of the office.

Business/Internal Operations:

- In the event that Kit Processors and/or Stock Clerk/Couriers are absent due to infection, BOCES 4 Science will aim to continue production and shipping of resource kits to districts, when possible, by:
- Reorganizing Stock Clerks/Couriers and/or Kit Processors to support production and shipping of resource kits:
- This may include using Stock Clerks/Couriers to produce resource kits and Kit Processors to assist with shipping
- In the event that many staff are absent due to infection, then professional and office staff will support kit production and shipping as necessary
- In the event that Office Staff are absent due to infection, administrative staff (including the Director of BOCES 4 Science, Assistant Director of BOCES 4 Science, Production Manager, etc....) will support clerical functions including, but not limited to:
- Supporting districts throughout the process to lease kits
- Routine communications with district representatives and BOCES 4 Science staff
- Purchasing materials and supplies
- Note: BOCES 4 Science continues to cross-train personnel to support clerical functions

Pandemic:

- In the event that the infection is widespread and most or all BOCES 4 Science staff members are unable to work then most operations will need to discontinue until such a time as staff members can return to work
- Note: Resource kits cannot be produced, and many internal computer systems cannot be accessed at home (programs specific to Inventory, Scheduling, and Production)
- Note: The Director of BOCES 4 Science and Assistant Director of BOCES 4 Science will be available to support digitally from home as necessary – including, but not limited to, communicating with staff, district representations, and supporting the Monroe 2-Orleans BOCES District Continuity of Operations

Business/Finance

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
- Payroll - Banking
- Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
- Cash Flow – Billing and Receivables
- Purchasing of Emergency Items
- 20-21 Budget – Changes from District Final Requests
- Workers' Compensation
- Essential Personnel have remote access to WinCap, and banking as identified
- Cross training exists for critical functions

Single Case - Business as Usual

- Building Closed (Other than ESC) – Business As Usual

Epidemic/Pandemic

- BOCES Closed
 1. Payroll – Banking
 - Every 2 weeks, two people, 2 hours
 - Remote/On-Site as needed
 2. Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
 - Weekly, one person, one auditor
 - Invoice processing, Check printing and ACH payments
 - Internal Claims Auditing
 - On-Site as needed
 3. Cash Flow – Billing and Receivables
 - In-coming checks can be posted and deposited remotely but need access to mail. Both remote and on-site are necessary.
 - Billing is On-Site as needed
 4. Purchasing of Emergency Items
 - Review credit card limits for key personnel - increase where needed
 - PO processing for emergency items – can be done remotely
 5. 20-21 Budget – Changes from District Final Requests
 - Alert departments when certified budget requests are received
 - Budgets can be updated and balanced remotely

6. Workers' Compensation

- Payment entry of awards of compensation
- Processing of indemnity payments must be done on-site minimum one times per week
- Processing of mail, batching & processing on site as needed
- Processing of prescription medication
- In-house counsel able to attend virtual hearings remotely

Human Resources- HR

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
 - Run payroll
 - Print live paychecks and distribute them
 - Print paystubs and distribute them
- Identify Essential HR Staff
- Ensure necessary staff have remote access to WinCap
- Ensure cross training exists for payroll functions

Single Case

- Business as usual

Building Closed (Other than ESC)

- Business as usual

Epidemic/Pandemic

- BOCES Closed but ESC Building Open
 - Business as usual
- BOCES Closed and ESC Building Closed
 - Payroll to be run remotely
 - Direct deposit not affected
 - Paychecks can only be printed and distributed if payroll staff can access ESC
 - Paystubs can only be printed and distributed if payroll staff can access ESC

Communication and Technology Services- CaTs

CaTS Emergency Response Plan Annex

Technology – To provide support to the organizational technology infrastructure so key functions can operate effectively

Assumptions

1. Internet is operational
2. Power and Gas functioning
3. Telephone services operational
4. Roads open for travel

Support Scenarios

1. High Absentee Rate – staff and students – school remains open - CaTS staff will continue to respond to customer requests as needed

- As CaTS staff are impacted by illness/absent, remaining resources/staff will focus on highest priority requests and supporting critical functions

- Critical Functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet connectivity (IEP Direct/Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)
- viii. SchoolTool

2. Schools Closed

- CaTS staff will be on call to provide support to the following critical functions as needed

- Critical functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet Connectivity (Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)

Communications

Communications Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Single Case (What are we doing when there is a confirmed case)

- Work with administration to coordinate appropriate communication in conjunction with local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Before an outbreak occurs

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

During an outbreak

- Work with administration to continue to share the latest information from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

After an outbreak, schools and districts should:

- Work with administrations and local health officials to develop consistent messages to share with the public through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Operations and Maintenance – O/M

O/M Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- O&M building cleaning staff are reminded of proper PPE's as they perform their scheduled cleaning routes.
- Staff will prioritize disinfecting all Restrooms, Classrooms and Common areas. Using approved cleaning supplies made available by the O and M department.
- Alert Barb Swanson if there is a spike in staff absenteeism.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, O&M department cleaning staff will complete a deep clean (disinfecting) of the classroom, along with room where student was placed until dismal.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Continue to utilize cleaning practices as defined by contract and ISSA standards.

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school
 - Increase social distances within the school environment
 - Adapt attendance policies
 - Consider early dismissals
 - Develop a flexible schedule for essential personnel
 - HVAC mechanic has capabilities of reviewing and adjusting HVAC conditions and set points off site.

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can reopen
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating
- with staff, and management on schedule for re-cleaning of building.



Building-Level Emergency Response Plan

Ridgecrest Academy

3625 Buffalo Road # South, Gates, NY 14624

2023-2024

DISTRICT OFFICE EMERGENCY RESPONSE PLAN
FOR OFFICAL USE ONLY
NYS BLS ERP version1 - 7/2023

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THE BASIC PLAN

1. Introductory Material

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school/site shall have a Building-Level Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school/site safety personnel and other school/site personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The Building-Level Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the school/site ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

The following table includes names and titles of the Building-Level Safety Team members. The table may be expanded as needed to include all members.

Name	Title/Department	Ph. Number
Fike, Christine	Student Behavioral Assistant	(585) 617-2950
Rollins, Regina	Teacher	(585) 617-2950
Seman, Sharon	Teacher	(585) 617-2950
Ferguson, Christine	Teacher	(585) 617-2950
Nells, Robert	Special Education Supervisor	(585) 617-2948
Youmans, Marquis	School Nurse	(585) 617-2978
Lootens, Jeff	Security	(585) 617-2971
Olson, Josh	Security	(585) 617-2971

Various agencies and services are involved in responding to school/site incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School/site ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school/site. If Memorandum of Understandings (MOU) is created, a copy shall be maintained in Appendix D. Advanced planning should specify the type of communication and services provided by one agency to another.

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the Building-Level Emergency Response Plan and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within 30 days of adoption.

New York State Police
 Headquarters – Field Command
 Attn: Safe School/sites NY
 1220 Washington Avenue, Building 22
 Albany, NY 12226
 Or by email to: info@safeschool/sites.ny.gov

Building-Level Emergency Safety Plans are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Record of Distribution

Copies of the Emergency Response Plan, including appendices and annexes are recommended to be distributed to your Building-Level Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the District Superintendent and any other persons deemed appropriate by the Building-Level Safety Team.

Distribution of the ERP shall be recorded in the following table:

Agency	Receiving Party	Date
Monroe 2-Orleans BOCES Emergency Officer	Douglas Comanzo	
Monroe County Sheriff's Office	Captain Patricio Rojas	
Gates Police Department	Chief Robert Long	

Plan Review and Updates

8 NYCRR Section 155.17 (b) requires the Building-Level Safety Team to review its Emergency Response Plan annually and update it by July 1 as needed.

Each update or change to the plan shall be recorded in the following table.

Revision/Update/Amendment	Name	Date

2. Purpose and Situation Overview

School/sites are exposed to many threats, hazards and vulnerabilities. All of these have the potential for disrupting the school/site community, exposing students/staff to injury, and causing damage to public or private property.

Building-Level Safety Teams shall complete thorough threat assessments to identify circumstances in the school/site or near campus that may present unique problems or potential risk to people or property.

The interior and exterior portions of all school/site buildings, school/site grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff and students. Date of this threat/hazard assessment 1/26/2016

Develop Threat and Hazard-specific Annexes to address each identified threat/hazard from your assessment. Included in the Threat and Hazard-specific Annex section are examples of formats you may utilize while developing these annexes.

The table on the following page provides a list of potential threats that school/sites should consider when conducting a threat/hazard assessment.

Threat and Hazard Types

Threat and Hazard Type	Example
Natural Hazards	<ul style="list-style-type: none"> • Earthquake • Tornado • Lightning • Severe wind • Hurricane • Flood • Wildfire • Extreme temperatures • Landslide or mudslide • Winter precipitation • Wildlife
Technological Hazards	<ul style="list-style-type: none"> • Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school/site, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railways • Radiological releases from nuclear power stations

	<ul style="list-style-type: none"> • Dam failure • Power failure • Water failure
Biological Hazards	<ul style="list-style-type: none"> • Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis • Contaminated food outbreaks, including Salmonella, botulism and E. coli • Toxic materials present in school/site laboratories
Adversarial, Incidental and Human-Caused Threats	<ul style="list-style-type: none"> • Fire • Active shooter • Criminal threat or action • Gang violence • Bomb threat • Domestic violence and abuse • Cyber attack • Suicide

Planning Assumptions and Limitations

Stating the planning assumptions allows the school/site to deviate from the plan if certain assumptions prove not to be true during operations. The Building-Level Emergency Response Plan is established under the following assumptions:

- The school/site community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school/site affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school/site property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school/site to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.

- Maintaining the Building-Level ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school/site's readiness to respond to incidents.

3. Concept of Operations

The overall strategy of a Building-Level Emergency Response Plan (ERP) is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school/site generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school/site will be delegated the authority to direct all incident activities within the jurisdiction of the school/site. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander.

8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System. This chain of command shall be documented in the table included in Appendix B.

Initial Response

School/site personnel are likely to be the first on the scene of an incident in a school/site setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (police, fire or EMS). Staff will seek guidance and direction from the school/site district and emergency responders.

Any staff or faculty member who sees or is aware of an emergency shall activate the ERP.

4. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions. The included titles and responsibilities are for illustrative purposes and should be edited to meet the needs of your school/site as necessary.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school/site relies on other key school/site personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with their role and responsibilities before an incident occurs.

Principal

The principal (or their designee) will serve as the Incident Commander and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this Emergency Response Plan (ERP)
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Keep the District Superintendent informed of the situation

Teachers, Substitute Teachers and Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff and other individuals
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander
- Obtain first aid services for injured students from the school/site nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved

- Render first aid or CPR if certified and deemed necessary

Teaching Assistants and Aides

Responsibilities include:

- Assisting teachers as directed
- Actions to ensure the safety of students

Counselors, Social Workers and School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School/Site Nurse and/or Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians and Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school/site
- Execute assignments as directed by the Incident Commander

Principal's Secretary and Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school/site records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Bus/Van Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

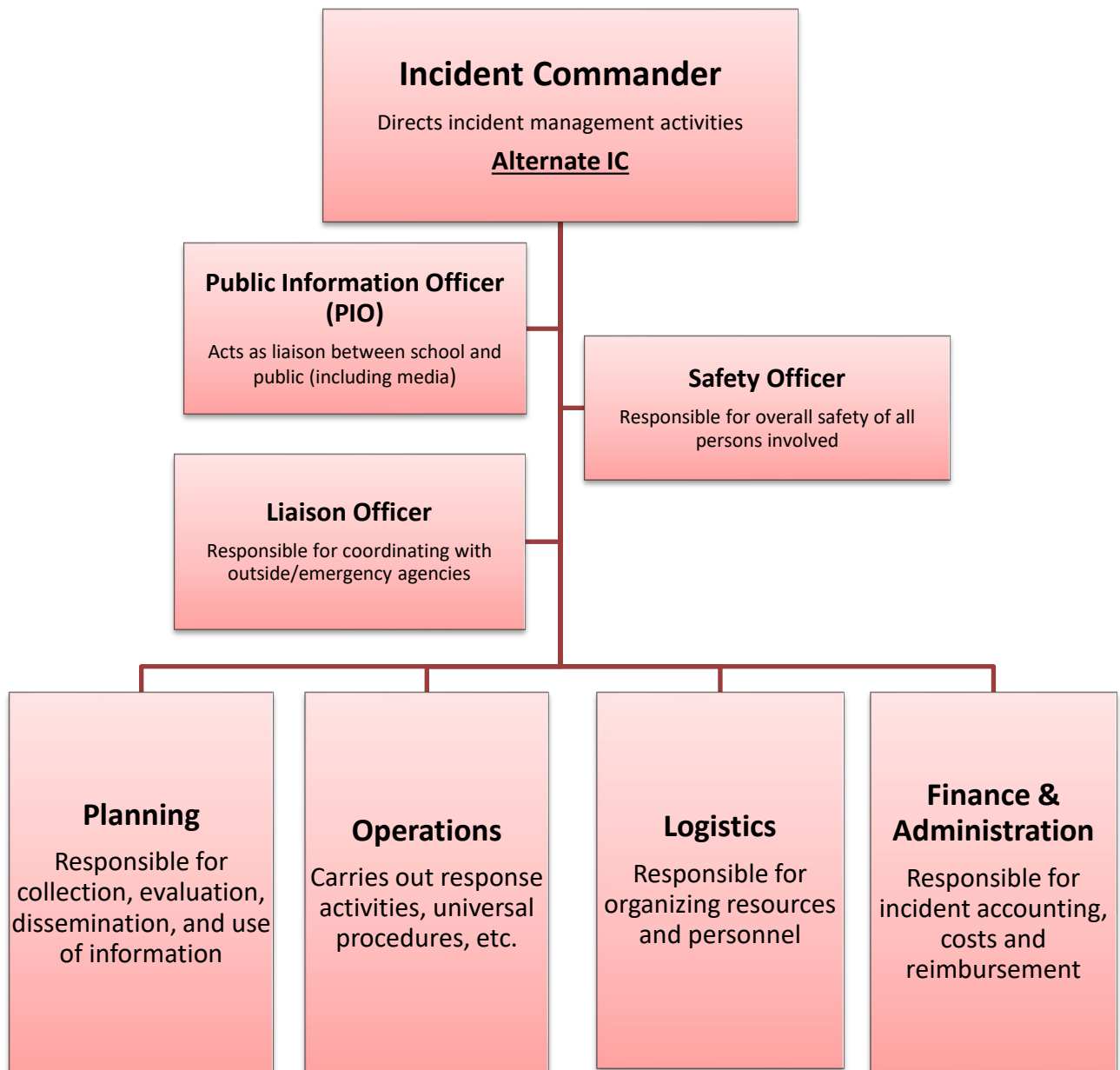
- Encourage and support school/site safety, violence prevention and incident preparedness programs within the school/site
- Participate in volunteer service projects for promoting school/site incident preparedness
- Provide the school/site with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the school/site or district

5. Direction, Control and Coordination

School/Site Incident Command System (ICS)

To provide for effective direction, control and coordination of an incident, the Building-Level Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS).

Staff members are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The school/site ICS is organized as follows:



See Appendix B: Incident Command System for a listing of individuals designated to fill the Command Staff roles.

School/site Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

A. Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/ Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

B. Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to

emergency response teams. Appendix C includes tables for documenting those designated individuals.

C. Planning Section

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities

D. Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school/site and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

E. Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school/site records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

Coordination with Responders

The Building-Level Emergency Response Plan (ERP) may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school/site. The

agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school/site Incident Commander to a responding agency will occur.

Source and Use of Resources

The school/site will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school/site establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

See Appendix D: Memoranda of Understanding (MOU).

6. Information Collection, Analysis and Dissemination

The school/site will collect, analyze and disseminate information during and after an incident.

Types of Information

During an incident, the school/site will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school/site will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school/site will also monitor the school/site district information portal, to determine any information pertinent or critical to the school/site's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

7. Training and Exercises

The school/site understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school/site personnel and community responders are aware of their responsibilities under the Building-Level Emergency Response Plan (ERP), the following training and exercise actions should occur.

Training

All school/site staff, students and others deemed appropriate by the school/site should receive training during the school/site year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school/site year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhses.ny.gov. Or by contacting your local emergency management agency.
- Annual training
 - Review ERP with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
 - Conduct student briefings on roles they perform during an emergency (if applicable)

Drills and Exercises

At a minimum, the school/site will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school/site year.
- 8 NYCRR Section 155.17 (e)(3) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

- One lockdown drill – announced (first marking period)
- Three lockdown drills – unannounced (following first announced drill)

Lockdown drills will be conducted internally to ensure that school/site staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills

will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated safe areas within each room. Where possible, the school/site should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school/site will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school/site is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill.” This will ensure that all involved recognize that this is a drill and not a real incident. Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service. This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Use this table to document training and drills associated with this ERP including exercising of this ERP and informing faculty and staff of their roles within ICS.

Type of Training/Drill	Date of Training/Drill	Agencies Involved
Building-Level Safety Team Mtg		Monroe 2-Orleans BOCES
Lockdown Drill		Monroe 2-Orleans BOCES
Readiness Check		Monroe 2-Orleans BOCES
Tabletop Drill		Monroe 2-Orleans BOCES
Fire Drill		Monroe 2-Orleans BOCES

8. Administration, Finance and Logistics

Agreements and Contracts

If school/site resources prove to be inadequate during an incident, the school/site will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school/site district and school/site officials. Copies of these agreements are located in Appendix D.

Documentation

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation

- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school/site budgets and to share these costs with the Superintendent and BOCES Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school/site operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

9. Authorities and References

The following are State and Federal authorizations upon which this School/site ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe School/sites Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school/site emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to Appendix B for the defined chain of command
- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component

FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School/Site Emergency Operations Plans.

The functional annexes within this section should provide school/sites with a comprehensive set of guides for responding to and functioning during an emergency. Each Building-Level Safety Team should assess and develop annexes to meet the unique needs of each school/site building.

Functional annexes that make up the SHELL acronym provide standard language and procedures, and are intended to be transferable to school/sites statewide and modifications are not recommended.

- Shelter-in-Place
- Hold-in-Place
- Evacuation (required per 8 NYCRR Section 155.17 (e)(2)(i))
- Lock-out
- Lock-down

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school/site comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The Building-Level Safety Improvement Team also recommends that school/sites complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

1. Shelter in Place

Objective

A shelter in place describes a course of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Procedure

- Shelter in place will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
 - Your attention please; there is a situation requiring you to shelter in place. Please stop what you are doing and follow these instructions.
 - *Provide specific incident instructions*
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school/site building.
- If issued a two-way radio, take it with you and monitor channel one.
- If the situation is not a threat to the exterior of the building, students between classes or outside of their classroom for other reasons should be instructed to return to their class.

Additional Considerations for Shelter in Place

The Building-Level Safety Team should consider the following when reviewing the current plan or developing new policies and procedures. Add necessary actions appropriate for your response.

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to shelter in place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate annex or annexes as needed.
- Notify all concerned parties when the shelter in place is lifted.

2. Hold in Place

Objective

A hold in place may be initiated if there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires student and staff movement be limited. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Procedure

- Hold in place will be announced by intercom, public address (PA) system, or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring you to hold in place.
Please stop what you are doing and follow these instructions.
Provide specific incident instructions
- Students in hallways, bathrooms or other common areas will return to their classroom
- If the hold in place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All available staff members will assist in maintaining order and accounting for students.
- If issued a two-way radio, take it with you and monitor channel one.
- Remain in position until further instruction is given or remaining in place compromises safety.

3. Evacuation

Objective

This annex focuses on the courses of action that the school/site will execute to evacuate school/site buildings and grounds. Included are school/site policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Procedure

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a public address (PA) system or bullhorn.
- Consider using language similar to this in your announcement:
 Your attention please; we need to evacuate the building.
 Teachers are to take their students to their designated assembly area.
 Teachers take your class roster. Take attendance when safe to do so.
- Call or designate another to immediately call 911 to give notice that the school/site has been evacuated.
- Notify appropriate district staff that an evacuation of the school/site has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate annex or annexes as needed to respond to the situation.
- Designate staff with assigned two-way radios and/or cell phones to assist in evacuation procedures.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school/site by bell system, radio transmission, public address system, designated staff, or bullhorn.

Name	Radio and/or Phone Number
Nells, Robert	Radio / 585 471-1581
McJury, Karen	Radio

Evacuation – Building Only

- Determine evacuation routes based on location of the incident and type of emergency (see floor plans).

- Ensure all locations have designated secondary escape routes
 - Identify escape windows or other means of escape
 - Designate alternate routes
- Evacuate Students/Staff with special needs
 - Identify disabled/wheelchair accessible routes
 - Address needs of other disabilities: autism, visually-impaired, hearing-impaired, etc.
- Student/staff Self-Evacuation: in the event that students find themselves out of the supervision of faculty or staff.
 - Student/staff self-evacuate through nearest evacuation route or exit.
 - Students report to nearest assembly area and nearest teacher/staff. (If applicable)
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area.

Building, Wing or Location	Evacuation Area
Rear of CaTS Building	Rear parking lot
Front/side of Westview Building	Southeast corner of parking lot

Designated Evacuation Assembly Areas (on school/site grounds)

- Account for all students. Immediately report any missing or injured students to the school/site Incident Commander.
- The greeter shall take the visitor log and student sign-out sheet to evacuation assembly area.

Evacuation – Off School/Site Grounds

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school/site grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building-Level Safety Team determines appropriate off-site evacuation areas prior to an actual incident. Preplan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.
- Notify all assembly areas to evacuate to offsite location.
- Describe the method by which students and staff will get to the offsite location (walk, travel by bus, etc.)

Off-Site Location		Address	Facility Contact
PRIMARY	Westview Building	3635 Buffalo Road	Front desk 617-2570
SECONDARY	Center for Workplace Development	3555 Buffalo Road	Front desk 349-9100
TERTIARY	Educational Services Center	3599 Big Ridge Road	Front desk 352-2400

Evacuation – Outdoors

Building occupants are required to quickly evacuate the building when the fire alarm is activated or there is an announcement to evacuate. One exception to this is if the building is in emergency lockdown and then the fire alarm is activated. This has been used by threatening individuals to encourage those behind locked doors to come out. Deciding to do so is a decision each person will need to make on their own. One rule of thumb is that in such situations if smoke is smelled or fire is observed then attempting to evacuate may be necessary. In some cases a window evacuation may be an option.

Incident Commander Actions:

- Announce the need to evacuate the building.
- Provide additional information as needed.
- Arrange for the main entrance sign in log to be taken to the staging area if no Greeter is on duty at the time of the incident.
- During inclement weather decide if staff and students will evacuate to another building.
- Instructions will be given as to whether staff should walk to the evacuation location or if transportation will be forthcoming.
- Announce that the building is now clear and safe to reenter.

Staff Actions:

- If issued a two-way radio, take it with you.
- If you are in a room evacuate according to the sign located in the room unless the path takes you past an area of concern in which case use the next closest exit.
- If you are not in a room immediately exit the building at the nearest point.
- Do not first retrieve your personal belongings before evacuating.
- Staff shall be responsible for clearing the hallway, including bathrooms.
- Gather at your designated evacuation site.
- Administrators will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.
- No one will reenter the building until cleared to do so by the Superintendent or designee.

Evacuation – Another Building

This procedure is used when the occupants must leave the building they are in because of a concern for the safety of those inside. If outside conditions prevent staging there then another building will be contacted to arrange for the evacuees to be housed as long as needed.

Incident Commander Actions:

- Contact the building administrator of the building to which staff and students will be evacuating to.
- Announce the evacuation of the building to either an evacuation area or to another building as is appropriate.
- Notify evacuees of the decision to move to another location or building if and when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff and students shall first report to their evacuation area after evacuating the building for any reason. Await further instructions.
- If issued a two-way radio, take it with you.
- When instructed to do so staff and students will walk in an organized fashion to the host building and remain there until further instructions are given.
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – by Means of Bus Transportation

This procedure is used when the occupants must leave the building they are in because of a concern for the safety of those inside and outside conditions prevent occupants from safely evacuating or walking to another building.

Incident Commander Actions:

- Contact the Transportation Director and request transportation for staff.
- Announce the evacuation to either an evacuation area or to board awaiting buses.
- Notify evacuees of the decision to board buses to be sheltered or moved to another location or building if and when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff shall first report to their evacuation area or to board waiting buses, after being instructed to evacuate the building for any reason.
- If issued a two-way radio, take it with you. Further instructions will be given at that time.
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – Return to Buildings or Grounds

No students or staff shall return to school/site buildings or grounds until advised to do so by the Incident Commander or appropriate officials. In the event that emergency response services (police, fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, which will then make the decision to allow students and staff to return to the building or grounds.

4. Lockout

Objective

Lockout describes the courses of action the school/site will execute to secure school/site buildings and grounds during incidents that pose an imminent concern outside of the school/site. The primary objective of a lockout is to quickly ensure all school/site staff, students, and visitors are secured in the school/site building away from the outside danger.

Procedure

Initiate Lockout

- Lockout will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
 Your attention please; there is a situation requiring the school/site to lockout
 All outdoor activities are cancelled. Please continue regularly-scheduled indoor activities.

Execute Lockout

- All outdoor activities shall cease and be immediately moved indoors.
- As soon as all students and staff are in the building, all exterior doors shall be locked.
- Normal activity will continue within the building unless directed otherwise.
- It is not necessary to turn lights off or to close blinds unless directed.
- If issued a two-way radio, take it with you.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by administration. Activate annex or annexes as needed to respond to the situation.

5. Lockdown

Objective

Lockdown describes the courses of action school/sites will execute to secure school/site buildings and grounds during incidents that pose an immediate threat of violence in or around the school/site. The primary objective of a lockdown is to quickly ensure all school/site staff, students and visitors are secured in rooms away from immediate danger.

Lockdown is not a stand-alone defensive strategy. Executing a lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Procedure

Initiate Lockdown

- Where possible, lockdown will be announced by intercom, public address (PA) system or otherwise.
- Do not use codes, cards or colors. Lockdown must be immediate and deliberate; the announcement of a lockdown shall be as follows:
Lockdown! Lockdown! Lockdown!
- Call 911.
- If issued a two-way radio, take it with you.
- In the event of an immediate threat to safety is recognized, such as a person armed with a gun in the hallway, any faculty or staff shall raise the alarm and initiate a lockdown.

Execute Lockdown

- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- If safe, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your area.
- Lock your door(s) and turn lights off if possible
- Have students/staff move to the designated safe area of the room and remain silent.
- Leave blinds as they are. Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively and take the following action during a lockdown:
 - Do not allow anyone, under any circumstance, to leave your secured area.
 - Do not answer or communicate through your door or classroom phone.
 - Silence cell phones and limit use to only relay pertinent information to emergency responders, (i.e., description/location of active shooter/victim injuries).
 - Do not respond to fire alarm unless actual signs of fire are observed.
 - Document and attend to any injuries to the best of your ability.
 - Take attendance and include additions and missing students' last known location.

- Do not respond to public address (PA) system or other announcements.
- Procedures should be in place to re-direct buses in the event of a lockdown.

Lockdown will only end when you are physically released from your room or secured area by law enforcement.

6. Crime Scene Management

Objective

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school/site property as required in 8 NYCRR Section 155.17 (e)(2)(viii).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Procedure

Respond: Ensure your personal safety first, then if possible, formulate a plan and make mental notes.

Evaluate: Evaluate the severity of the situation, call 911 if appropriate. Identify involved parties. Be aware of weapons, hazards, and potential evidence. Don't touch anything unless absolutely necessary to preserve safety.

Secure: Clear away uninvolved people. Establish a perimeter that prevents people from entering the potential crime scene.

Protect: Safeguard the scene – limit and document any people entering the area. Don't use phones or bathrooms within the crime scene area. Don't eat, drink or smoke in the crime scene area.

Observe: Write down your observations as soon as is safe to do so. Record detailed information – don't rely on your memory. Notes will aid first responders upon arrival and could be utilized in court.

Notify: Call 911 if not already called or police are not on scene.

Document: Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture. Be prepared to provide your notes and information to police.

7. Communications

Objective

This annex includes communication and coordination during emergencies and disasters, both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation per 8 NYCRR Section 155.17 (e)(2)(i).

The Building-Level Emergency Response Plan (ERP) must include policies and procedures governing school/site incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school/site community and the media.

Types of Communication

Communication between School/Site and Emergency Responders

The school/site will contact and maintain communications with emergency responders during an incident. The school/site Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform and/or other means necessary described in the Building-level Emergency Response Plan (ERP) to notify the principal/designee of the school/site on status and needs. The school/site and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Communications Matrix

When a crisis happens the following procedures should be followed to ensure communication between members of the emergency response teams, administrators and all others having a role in dealing with the emergency at hand:

- Any person becoming aware of a situation which creates an immediate danger to students and staff shall notify the District Superintendent and 911 if appropriate to do so.
- The District Superintendent shall notify the assistant superintendent, coordinator of safety and security and as necessary, building principals/directors and the communications manager.
- The communications manager, in coordination with the District Superintendent, shall communicate written messages to the news media.

❖ Internal Communications

The school/site has identified a school/site person who will:

- Follow the communications policies and procedures established by the school/site.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in coordination of media communications.

Communication between School/Site Officials and Staff Members

School/site personnel will be notified when an incident occurs and will be kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve.

The following methods of communication may be utilized to disseminate information internally when appropriate:

- Text Message/E-mail System: A text message or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time. Staff will also have the opportunity to address any misinformation or rumors.
- Mass notification device such as *ConnectEd*.
- Two-way radio.
- Two-way public address (PA) system communications is provided from all school/site classrooms to the main office.

Communication between School/site Officials and Students

Communication of emergency information between school/site officials will primarily take place through the school/site's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Mobile Device Applications
- Flyers/letters

❖ External Communications

School/site officials must communicate with the larger school/site community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school/site about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

- Before an incident occurs
 - Inform parents on how to access alerts and incident information.
 - Inform parents that the school/site has developed an Emergency Response Plan (ERP), its purpose and its objectives.
NOTE: Detailed response tactics should not be shared if they will impede the safe response to an incident.
 - Information will be included, as necessary, on the district website.
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident
 - Disseminate information in various ways such as text messages, e-mails, radio announcements, website and *ConnectEd* to inform parents about what is known to have happened.
 - Implement a plan to manage phone calls and parents who arrive at the school/site.
 - Describe how the school/site and school/site district are handling the situation.
 - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
 - Inform parents and students when and where school/site will resume.

Communications with Media

In the event of an incident, the school/site Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer (PIO) and/or participate in a joint information effort to:

- Establish a media staging and reception area away from the school/site and any established incident command post, evacuation site or reunification site
 - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school/site would be deemed impracticable due to the nature and severity of the incident.

Pre-designated Media Staging Areas

Media Staging Area	Address	
LOW IMPACT	Westside Academy	3555 Buffalo Road
HIGH IMPACT	TBD by law enforcement	

- Provide regular updates to the media and school/site community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.

- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor the release of information and correct misinformation.
- Coordinate messages with the Incident Commander or PIO.
- Prepare information to be released by briefing, news release or web posting.

8. Medical and Mental Health Emergency

Objective

This annex describes the courses of action that the school/site will implement to address emergency medical and mental health counseling issues. School/sites should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the Emergency Response Plan (ERP) with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. School/sites should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

Receiving Assistance from Government Officials

By contacting 911, the system for coordinating the delivery of assistance from both the county and local agencies shall be activated.

Procedure

When a medical emergency occurs, time is critical for the person experiencing the emergency. Remember to act quickly and get medical help on the way as quickly as possible.

Incident Commander Actions:

- The principal/director or designee will activate the Building-Level Emergency Response Team if warranted.
- If an ambulance is responding, the Incident Commander or designee will assign someone to meet the ambulance crew at the entrance and escort them directly to the victim if appropriate to do so.
- The Principal/Director will initiate a Hold-In-Place if appropriate to do so.

Staff Actions

- Any staff member who discovers a medical emergency will immediately contact 911 and request an ambulance if necessary.
- The staff member will then immediately contact the principal/director or designee.
- If activated, Emergency Response Team members should retrieve an automated external defibrillator (AED) and other emergency supplies as available and respond to the situation.
- If possible, arrange for someone to stay with the person experiencing the emergency.
- If you have a two-way radio, take it with you.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures:

- Instructions on where emergency medical supplies (e.g. first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post-Incident Response Team table in Appendix C with appropriate staff.
- Procedures on sharing and reporting information about unusual situations, if warranted.
- Addressing the immediate, short, and long-term counseling needs of students, staff and families.
- Location where counseling and psychological first aid will be provided.
- A plan to have counselors available to assist students if necessary.

Add actions as needed.

9. Accounting for All Persons

Objective

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Procedure

Incident Commander Actions

- The Incident Commander (IC) or designee will assign an individual to contact each evacuation site to coordinate and prepare a master list of names and locations of those present or missing from each evacuation site.
- The assigned individual will also contact the person securing and holding the building visitor log book. Information contained in the visitor log book will aid in accurately preparing the master attendance and missing lists.

Staff Actions

- Each department head, or if no department head is present, each department head secretary shall begin to document in list form each person that is present or missing from the evacuation site, when safe to do so.
- If believed to be known the whereabouts of a missing person shall be noted on the list.
- Lists shall be continuously updated as necessary to reflect up to date information.

- Each department head, or if no department head is present, each department head secretary shall be prepared to provide list information to the Commands Posts assigned person contacting the site for such information.
- The names of any missing students, staff or visitors will be reported to the Incident Commander/Command Post as soon as possible.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures

- Taking attendance and reporting to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Reporting to the Incident Commander when a student, staff member or guest cannot be located.
- Dismissal of students if they have been relocated in the building.

Add actions as needed.

10. Reunification

Objective

The reunification annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Procedure

Designate a reunification site. Use the table below to designate primary and secondary reunification sites.

Pre-designated Reunification Site		Address	Contact
PRIMARY	Westview Building	3635 Buffalo Road	Front desk 617-2570
SECONDARY	Westside Academy	3555 Buffalo Road	Front desk 617-2550

Reunification will only occur after permission has been granted to do so by the law enforcement agency or fire department commanding the incident.

Incident Commander Actions

- After receiving notification from the police and/or fire department, reunification may begin. The Incident Commander will direct the implementation of the reunification process.

Staff Actions

- Set up three distinct areas close by but out of sight of each other and away from the media staging area.
 - Parent/guardian check-in area (see below)
 - Reunification area
 - Student/staff holding area
- Setup will include signage and/or barricades to protect those present and the integrity of the process.

Areas will only be established after consulting with the emergency incident commander, (police, fire or other emergency official), to make certain the areas chosen are safe.

- Parent/guardian check-in area
 - This is where parents will receive initial instructions and a preprinted and perforated form to complete.
 - Staff will confirm that the person is on the preapproved list to pick up the student.
 - The parent/guardian will be required to show photo identification to prove their identity. Anyone without a photo ID will be asked to move to another line where other methods will be used to confirm identification.
 - The runner will re-check the parent/guardian's ID and then have the parent/guardian sign the form and include the date and time of the release. Parents/guardians will be instructed to leave the area promptly after signing out their student to make room for others.
- Reunification area
 - If the student is not present and the student's location is unknown, or if the student is being medically treated or is deceased, the runner will first inform a counselor in the reunification area of the student's status.
 - The runner will then escort the parent/guardian to meet with the informed counselor in a private mental health area nearby.
 - The counselor will inform the parent/guardian as needed in the private area away from other parents. The school/site psychologist or other designee will coordinate this activity with emergency response personnel.
- Student/staff holding area
 - If after a reasonable period of time a student has not been picked up by a parent/guardian staff will attempt to contact those listed on the student's incident release card. If still unsuccessful in contacting a parent/guardian, staff will solicit the assistance of the police to resolve the matter, if necessary.
 - Students 18 years of age and older and who are not injured may sign themselves out and leave on their own but this is not advisable without first having the student speak with a counselor, if the release follows a tragic event.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures.

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the special needs students who may be significantly impacted by the stress of the incident. Additional support staff may be required to support these students.

- Obtaining sign boards and preparing forms and signs in advance to direct parents to an area.
- Advising parents well in advance of the reunification process, especially as it pertains to their responsibilities such as producing photo ID when picking up a student.
- Preparing hard copies of student rosters, schedules and daily attendance to eliminate the need of computers in the event they are not available.
- Security should ensure the safety of those present as well as the integrity of the process.
- Setting a minimum number of required staff members to be available at each area to ensure adequate family assistance and student security.
- Equipping each team member supervising the students with a list of the students assigned to him or her, complete with the names of the students who were absent at the start of the school/site day as well as those who left prior to the incident.
- If evacuation to an off-site location is deemed necessary to protect student safety and to expedite reunification, all parents/guardians will be notified of the location change and provided information on accessing the site. The basic infrastructure and procedures in place for student release will still be implemented as they would be for an on-site reunification center.
- All printed materials should be translated into the languages understood by the parents of every child attending the school/site.

Add actions as necessary.

11. Continuity of Operations Plan (COOP)

Objective

This annex describes how the school/site and district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security and continuity of teaching and learning.

Procedure

The Post-Incident Response Team has developed the following procedures for dealing with post-incident response:

Short Term

The Post-Incident Response Team will include building supervisor(s) and other available staff as appropriate. The Operations & Maintenance crew will secure any parts of the building that may have incurred damage or needs to be cordoned off for a criminal investigation. Operations & Maintenance will also determine the building restoration activities. The team will review the incident and develop minutes, which will reflect areas for improvement for future events.

Long Term

The building supervisor(s) and professional staff will observe students and review with faculty any long-term stress that students or staff may exhibit. The director of Operations & Maintenance will evaluate the facilities after an incident to determine additional needs. Long-term response needs will be included by the team in annual updates to the plan.

12. Recovery

Objective

The purpose of recovery is to return to normal the learning environment and district infrastructure. Students and physical structures become the main focus. One of the main goals of recovery is to provide a caring and supportive school/site environment. Paramount is the emotional needs of the students and staff and the quick return to the business of learning. Recovery can be a lengthy process as individuals recover at their own pace.

Procedure

- The Incident Commander activates the Trauma, Illness and Grief (TIG) Team and decides if other outside agencies may be required to assist with student counseling needs.
- Conduct daily briefings with staff.
- Students/staff are monitored for emotional impact.
- Identify what follow-up interventions are needed by students and staff.
- Parents will be kept informed of efforts being made to attend to student safety as well as their emotional needs and what counseling services the district and community have to offer families.
- Plan how anniversaries of events will be commemorated.
- Conduct safety audits and determine what is in need of repair or replacement.
- Determine how to secure buildings which are not usable.
- Take photos or videos of the damage areas.

13. Security

Objective

The purpose of security is to ensure the protection of students and staff as well as district owned property. Efforts will be made to prevent unauthorized entry into the building by the use of the following methods:

Procedure

- All staff and visitors must wear ID badges at all times while on campus and at school/site-sponsored functions of-site. Visitors shall also be required to sign in upon entering a building during normal school/site hours.
- All doors are locked during the school/site instructional day.
- Limiting access for all persons to a minimum number of entrances.

- Being cognizant of strangers in the building and stopping visitors who have not properly registered or are not wearing proper ID badges or displaying a proper visitor pass.
- Providing adequate lighting in all areas.
- Controlling pedestrian traffic in buildings with doors to force visitors into main offices or to a staffed greeter station.
- Video surveillance camera systems where installed shall be used as needed for the continuance of the safety and protection of the building's occupants and its contents.
- Access control systems where installed will be used to restrict entry into buildings to those having a valid right to do so. Building administrators will assist in determining who shall have such rights at their building and to what degree the rights shall extend.

THREAT AND HAZARD-SPECIFIC ANNEXES

The threat and hazard-specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and hazard-specific annexes do not repeat content, but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School/site staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

The school/site should customize threat and hazard-specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school/site evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

1. Active Shooter Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an active shooter on school/site grounds or in the school/site building.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school/site grounds or in the school/site building.

An active shooter or armed assailant on school/site property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school/site is a crime scene and will require a thorough search and processing.

Core Functions

In the event of an active shooter, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Activating the Emergency Response Plan (ERP)

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the Emergency Response Plan (ERP) immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions such as lockdown or evacuation depending on the situation.
- Notify law enforcement; provide location and description of the shooter if possible.
- Notify school/site buses to not enter the area.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.

Staff Actions:

- Use extreme caution.
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Make appropriate notifications; provide description and location of the shooter if possible.

- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

2. Bomb Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a bomb threat.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school/site buildings or grounds. 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.

Core Functions

In the event of a bomb threat, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff. Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a command post if necessary.
- Determine what procedures should be activated depending on the nature of the threat.

- Issue instructions such as shelter in place or evacuation depending on the situation.
- Notify law enforcement, provide threat details.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether school/site will be closed or remain open.
- Notify school/site buses to not enter the area.

Staff Actions:

- Implement the appropriate response procedures to keep students safe.
- Police may enlist the assistance of school/site staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Do not touch or handle any suspicious object, bag or container.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

Actions of Individual Receiving Bomb Threat:

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA.
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes.
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone.

3. Intrusions and Threats of Violence

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an intrusion or threat of violence.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an intrusion or threat of violence.

Core Functions

In the event of an intrusion or threat of violence, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an intruder in or around the building or any imminent threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiates functional annexes as are appropriate.
- Activate communications annex.
- Notify school/site buses to not enter the area.

Staff Actions:

- Determine whether the person is a legitimate visitor.
- If you are uncomfortable approaching a person be sure to immediately report the person to the Incident Commander.
- Escort all visitors to the greeter station to sign in and obtain a visitor ID.
- If a person is suspected of posing a threat do not approach and immediately contact the Incident Commander.
- Do not engage the person in a confrontation. Take steps to ensure your safety and that of any students.
- Identify the person, person's location, and note if any weapon is visible or suspected.
- Contain the situation and, if possible, remove all innocent persons.

4. Severe Weather

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of severe weather.

Scope

When a severe weather warning is received, staff may be notified to escort students to safe areas in the building.

Core Functions

In the event of severe weather, school/sites will contact emergency services agencies for their assistance as needed. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a severe weather warning will notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiates functional annexes as are appropriate.
- Activate communications annex.
- Announces to staff of an impending weather concern.
- Arranges for outside students and staff to be notified of the event and to return to the building.
- Decides if the concern is severe enough and time allows to complete an early dismissal or if sheltering inside the building or relocating to another building is the most appropriate course of action.

Staff Actions

- If issued a two way radio monitor channel one or two if you have it.
- In general move to a lower level and a less glass enclosed area.
- Avoid wide expanses of open space.
- Close any blinds to shield from glass and debris.
- Duck and cover procedures, or sheltering under desks shall be implemented if necessary.

5. Gas Leak

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a gas leak.

Scope

During a gas leak it is important to exit the building as quickly as possible. Remember to not turn on or off any electrical switches or devices. Do not exit past an area where the leak is believed to be originating.

Core Functions

In the event of a gas leak, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a gas leak should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Call 911 and notify Operations & Maintenance and Rochester Gas & Electric to report the leak.
- Initiate functional annexes as are appropriate.
- Activate Communications Annex.
- Announce the evacuation of the building away from the affected area. Do not use the fire alarm to activate evacuation if you have a bell type alarm. Make certain to state the reason for the evacuation so those inside are aware that they should not use any electrical devices. Consider using a runner(s) to announce the evacuation.
- Arrange for the main entrance sign in log to be taken to the staging area if no greeter is on duty at the time of the incident.
- Notify school/site buses to not enter the area.

Staff Actions:

- Immediately notify the Incident Commander if you believe there is a gas leak.
- Be prepared to evacuate to your designated area as soon as directed to do so.
- Do not use light switches or other electrical devices to reduce the chances of a spark.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the Incident Commander.
- The Director of Operations & Maintenance may turn off of gas to the building and assist in determining the source of the leak as well as establish a repair plan.

6. Chemical Spill

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a chemical spill.

Scope

For chemical spills inside and outside the building

Core Functions

In the event of a chemical spill, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a chemical spill should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify Operations & Maintenance and the Emergency Response Team and set-up a command post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Determine if the spill warrants evacuation of the building.

- Decide if the assistance of outside agencies may be required depending on the nature of the spill.
- Direct the air intake to be shut off and sealed if necessary for outside spills.
- Notify school/site buses to not enter.

Staff Actions:

- Keep students away from the spill and notify the Incident Commander immediately.
- Prepare to evacuate the building should the announcement to do so be made.
- If instructed to do so upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the command post.
- For hazardous chemical spills outside, consider sheltering students inside.

7. Fire and Explosion

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a fire or explosion.

Scope

Any staff or student who sees smoke or fire is directed to pull the fire alarm to evacuate the building per the Building-Level Evacuation Plan. The principal/director or designee shall notify 911 to insure the alarm was received.

No one shall re-enter the building until such time as the fire department has determined it is safe to reenter. The District Superintendent or designee shall be the only individuals authorized to notify staff that the building has been deemed safe to re-enter by the fire department.

Core Functions

In the event of a fire or explosion, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification

- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a fire or explosion should locate to a safe area and call 911 at once to report the incident. Upon completion of the 911 call the individual should notify the Incident Commander. Appropriate announcements shall be made and the Superintendent shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Notify school/site buses to not enter the area.
- Upon completion of the incident, notify staff that the building has been deemed safe to re-enter by the fire department.

Staff Actions:

- Upon activation of the building fire alarm system all faculty, staff and students will immediately exit the building and proceed to their predetermined evacuation area. Close the door to the room you exited.
- Do not allow anyone to first stop to pick up belongings.
- Staff shall be responsible for clearing the hallway, including bathrooms.
- If issued a two-way radio, take it with you.
- Remember to quickly but orderly move far enough away from the building so as not to cause a bottle neck for those still trying to exit the building or interfere with responding emergency vehicles.
- Upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the command post.

8. Biological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a biological threat such as anthrax or the like.

Scope

If a biological threat is received via telephone, the recipient shall record information on the telephone threat checklist if possible. If a letter or package is received which threatens a biological exposure the recipient shall follow the staff actions set forth below.

Core Functions

In the event of a biological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a biological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Calls 911 for assistance and follow the directions regarding the movement of students and staff.
- Direct the shutting off of ventilation systems to limit air movement if the threat warrants it.
- Notify school/site buses to not enter the area.
- Announce an evacuation of the building if appropriate to do so.

Staff Actions

- If the threat is a letter or package, immediately close it, cover with a box or larger envelope and avoid further contact.
- Immediately prevent persons from leaving or entering the room.
- Notify the Incident Commander.
- Avoid touching face or mucus membranes until they can thoroughly wash with soap and water.
- Reduce air movement by shutting off fans and closing windows.

9. Radiological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a radiological threat.

Scope

Procedures shall most likely be shelter in place or early dismissal.

Core Functions

In the event of a radiological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a radiological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify staff to follow procedures as advised by the county coordinator.
- Notify school/site buses to not enter the area.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the county coordinator.

10. Epidemic and Pandemic

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an epidemic or pandemic.

Scope

Subsequent to such a problem being identified and brought to the attention of the Incident Commander.

Core Functions

In the event of an epidemic or pandemic, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an epidemic or pandemic should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify the school/site doctor, and public health officials. The public health officials and the school/site doctor shall provide recommendations for the school/site to follow.
- Advise staff and students of the public health officials' and school/site doctor's recommendations to follow.
- Provide information to the media regarding what the present actions of the district are.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.

- Follow procedures as advised by the public health officials' and school/site doctor's recommendations.

11. Kidnapping/Hostage

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a hostage or kidnapping.

Scope

For hostage-taking and kidnapping cases. There are two primary types of abduction:

- Kidnapping: taking of a person by abduction
- Custodial interference: a relative of a child less than 16 years, who intends to hold such child permanently or for a protracted period of time and, knowing that he/ she has no legal right to do so, takes or entices such child from a lawful custodian, (i.e. school environment)

Core Functions

In the event of a hostage/custodial interference, school/sites will contact emergency services agencies for their assistance. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of Hostage/Kidnapping should notify the principal/director as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiate functional annexes as necessary.

Staff Actions:

- Immediate contact the building administrator who will call 911.
- Administrator may initiate school lockdown.
- Gather pedigree information regarding missing child.

- Try to identify any potential witnesses – This is crucial to the success of locating the child quickly and unharmed.

12. Civil Disturbance

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a civil disturbance.

Scope

For any type of civil disturbance inside or outside of school/site(s), such as riots, sit-ins, racial conflict or long altercations.

Core Functions

In the event of a civil disturbance, school/sites will notify the District Superintendent and 911 if necessary. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware a civil disturbance should notify the principal/director as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiate school lockdown if necessary.
- Follow up with the District Superintendent and the coordinator of safety and security, the police and community leaders and other appropriate parties for opening school the next day.
- Update staff before school begins.
- Consider calling in counselors to be available the next day.
- Initiates functional annexes as are appropriate

Staff Actions:

- Keep the command post advised of any additional information

- Gather information as to what is taking place, number of people involved and intentions of the group.
- Move away from the areas where the confrontations may occur.

13. Bus Accident

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect from further injury students/staff and school property as well as procedures to follow in the event of a bus accident.

Scope

Bus drivers shall contact the transportation supervisor who will notify the transportation director. The director will advise.

Core Functions

In the event of a bus accident schools will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to further injury. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place (on bus)
- Evacuation (from bus)
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a bus accident shall notify the principal/director as soon as possible. Appropriate notifications shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify the building administrator.
- Assign a designee to respond to the hospital if students need to be transported there.
- Provide information to the media regarding the plan implemented by Monroe 2-Orleans BOCES. This will usually be done in conjunction with the home district or may be done by the home district.

Staff Actions:

- The driver, if possible, will immediately notify the transportation supervisor.
- The driver will ensure the students are in no further danger.
- The driver will request assistance from fire, ambulance and police as is appropriate.
- The driver will initiate the Accident Report Procedure with the first priority being to establishing a list of names of students on the bus.
- The transportation supervisor will notify the Incident Commander.
- Building Administrators after being notified will notify parents of children who were injured or shall be late arriving home.
- Parents will be encouraged to not respond to the scene of the accident.

APPENDICES

The appendices are included for the purpose of documenting vital information necessary for emergency response. These tables should be completed with the requested information or a suitable replacement inserted in their place. This information should be continually updated to avoid confusion and delay during emergency response.

Appendix A – Communications

The following tables should be completed with the requested information. Expand tables to include all information as needed.

Building – Administrative Staff

Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
Nells, Robert	Sp. Ed. Supervisor	617-2950	585 471-1581	YES	NO
McJury, Karen	Clerical	617-2950	585 582-2146	NO	YES

Building – Faculty

Room	Name	Grade	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
102	Youmans, Marquis	Nurse	617-2950	617-2978	YES	YES
128C	Ashby, Dean	SW	617-2950	617-2965	NO	NO
115	Bray, Michael	5-9	617-2950	617-2857	NO	YES
124	Buchanan, Ali	7,8	617-2950	617-2962	NO	NO
101	Doty, Bryce	5-9	617-2950	617-2957	NO	NO
123		7, 8	617-2950	617-2966	YES	NO
108	Lancer, Cory	6,7	617-2950	617-2958	NO	YES
124	Malinowski, Cristian	8	617-2950	617-2962	NO	NO
120	Masucci, Todd	7,8	617-2950	617-2974	YES	NO
104	Mitchell, Erin	8, 9	617-2950	617-2960	NO	NO
128A	O'Brien, Kaylen	SW	617-2950	617-2969	NO	NO
113A	O'Gara, Sue	SW	617-2950	617-2953	NO	NO
128B	Pettine, Dave	SW	617-2950	617-2973	NO	NO
113	Rollins Reggie	5, 6	617-2950	617-2956	YES	NO
111	Seman, Sharon	5, 6	617-2950	617-2954	YES	NO
119	Webster, Stacie	7, 8	617-2950	617-2961	NO	NO

Building – Support Staff

Room	Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
115	Cowan, Jaquan	SBA	617-2950	617-2955	NO	NO
115	Duford, Craig	SBA	617-2950	617-2955	NO	NO
119	Emmons, Julie	SBA	617-2950	617-2974	NO	NO
104	Fike, Christine	SBA	617-2950	617-2960	YES	YES
104	Fox, Brianna	SBA	617-2950	617-2960	NO	NO
123	Hackett, Cheryl	SBA	617-2950	617-2974	NO	NO
119	House, Mary	SBA	617-2950	617-2966	NO	NO
123	Manetta, Sandra	SBA	617-2950	617-2966	NO	NO
113	Mance, Marty	SBA	617-2950	617-2956	NO	NO
115	Pagan, Jose	SBA	617-2950	617-2955	NO	NO
104	Revelle, James	SBA	617-2950	617-2960	NO	NO
123	Rodeman, Margarita	SBA	617-2950	617-2966	NO	NO
108	Rowley, Jean	SBA	617-2950	617-2958	NO	NO
120	Russo, Joann	SBA	617-2950	617-2974	NO	NO
108	Sonneville, Jeffrie	SBA	617-2950	617-2958	NO	NO
113	Stickney, Cristina	SBA	617-2950	617-2956	NO	NO
113	Walters, Stephanie	SBA	617-2950	617-2956	NO	NO
111	Weeks, Melissa	SBA	617-2950	617-2954	NO	NO
128	Lootens, Jeff	Security	617-2971	617-2971	Yes	Yes

District Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Comanzo, Douglas	Coord. Of Safety & Sec.	851-9283	352-2777	NO
Sleight, Travis	Director of O&M	406-0162	352-2655	NO
Security on Duty	Safety & Security	305-8890		NO

Transportation Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Pease, Heather	Director, Transportation	352-2720		

External Contact Information (Non-Emergency)

Agency	Contact Person	Primary Contact	Alternate Contact	Safety Team Member
State Police	Major Brian J. Ratajczak	911	398-4100	NO
MC Sheriff's Office	Captain Pat Rojas	911	753-4470	NO
Gates Police	Chief Robert Long	911	428-6070	NO
Gates Fire	Chief James Harrington	911	426-2720	NO
State Edu. Dept.	Rosanne Groff	518-474-3906		NO

Appendix B – Incident Command System (ICS)

The following tables include name and contact information of command staff and locations of command posts.

Incident Commander

	Name	Title/Department	Contact
PRIMARY	Nells, Robert	Special Ed. Supervisor	617-2948
SECONDARY	Fike, Christine	Student Behavioral Assistant	617-2960
TERTIARY	Seman, Sharon	Teacher	617-2954

Safety Officer

	Name	Title/Department	Contact
PRIMARY	Youmans, Marquis	School Nurse	617-2978
SECONDARY	Rollins, Regina	Teacher	617-2956
TERTIARY			

Liaison Officer

	Name	Title/Department	Contact
PRIMARY	Seman, Sharon	Teacher	617-2954
SECONDARY	Ferguson, Christine	Teacher	617-2966
TERTIARY			

Public Information Officer

	Name	Title/Department	Contact
PRIMARY	Dawe, Stephen	Communications Manager	355-5967
SECONDARY			
TERTIARY			

Command Posts

	Interior	Exterior
PRIMARY	Main Office	Playground
SECONDARY		Educational Services Center
TERTIARY		WEMOCO

Appendix C – Emergency Response Teams

8 NYCRR Section 155.17 (e)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. The following tables are provided for the documentation of those teams your school/sites ERT and PRT, please add additional tables if other response teams are utilized.

Emergency Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Seman, Sharon	Teacher	617-2954	
Fike, Christine	Student Behavioral Assistant	617-2960	
Rollins, Regina	Teacher	617-2956	
Ferguson, Christine	Teacher	617-2966	
Nells, Robert	Special Education Supervisor	617-2948	
Youmans, Marquis	School Nurse	617-2978	
Lootens, Jeff	Security	617-2971	
Olson, Josh	Security	617-2971	

Post-Incident Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Seman, Sharon	Teacher	617-2954	
Fike, Christine	Student Behavioral Assistant	617-2960	
Rollins, Regina	Teacher	617-2956	
Ferguson, Christine	Teacher	617-2966	
Nells, Robert	Special Education Supervisor	617-2948	
Youmans, Marquis	School Nurse	617-2978	
Lootens, Jeff	Security	617-2971	
Olson, Josh	Security	617-2971	

Appendix D – Memoranda of Understanding (MOU)

Appendix E – Master Class Schedule

	Ferguson	TBD	Zanni	Buhlman	Modzel	Moran	Lind	Masucci	Webster	Doty	Bray	Karpie	Zarbo
	Math 7/FACS 8	Science 7/Tech	ELA7&8/Health 7	ELA 8 & 9	Science 8/Music	SS 7 & 8	Glob 9/SS 7	Alg 1A/Math 8	Living Env/Tach 7	Art	PE	Health 9	Spanish 8 +
Per	HR	HR	HR	HR	HR	HR	HR	HR	HR	HR	HR		
1	Math7 Ferguson	Science 7 TBD	ELA 7 Zanni	ELA 8 Buhlman	Science 8 Modzel	SS 8 Moran	AIS	AIS non-Span (10)	Physiology LI Webster	Studio Art Masucci/no Span rm 12	PE 8/9 Bulmahn/Masucci		Spanish 9th Gr (room 10)
F-2	Math 7	planning	planning	ELA 9	Sci 8	SS 8	Global 9	Alg 1A-HR	Physiology LI	Studio Art	PE 7		
S-2	Zanni			Lind	Moran	Buhlman	Webster		Lind	Webster rm12			
3	Math 8 Modzel	planning	AIS	ELA 9 Webster	Sci 8 Buhlman	AIS	Global 9 Masucci	Alg 1-A-Lind	planning	8:12/planning?	PE 8 Modzel/Moran		
F-4	Math 7	Sci 7-Ferg	Math 7	planning	planning	planning	AIS	Alg 1A-Webster	Physiology LI		PE 9		
S-4	TBD		Zanni				HR Students		Masucci				
F-5	FACS-Buhlman	Sci 7-Zanni	ELA 7-Ferguson	ELA 8	planning	AIS	Planning	Math 8-Moran	Health 7	New teacher (16)	Planning/Lunch		SpnModz(24)
S-5	planning			Moran	Music-Buhlman				planning	Zanni (18)			
6	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	8:1:2		Lunch
F-7	AIS	Tech-Ferg		ELA 9	Music- Modzel	SS 7	SS 7	Mth 8-Buhlman	AIS	Art 7 rm 8	8:1:2	Lind (11)	Spn Mor (18)
S-7	FACS-Modzel		planning	Masucci	AIS	Zanni	TBD		HR Students	planning			
F-8	FACS-Moran	Tech-TBD	AIS	AIS	AIS	SS 8	TSS 7	planning	Tech 7 Zanni	Studio Art	8:1:2/planning?	Masucci (10)	SpnBulm(24)
S-8	AIS				Music-Moran	Modzel	Ferguson		rm 11	Lind rm 12		Webster (18)	SpnBulm(16)
9	PBIS	PBIS	PBIS	PBIS	PBIS	PBIS	PBIS	PBIS	PBIS	PBIS	PBIS	PBIS	PBIS

Appendix F – Building/Grounds and Local Road Maps

8 NYCRR 155.17 (e)(2)(iii) Procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school/site interior, school/site grounds and road maps of the immediate surrounding area



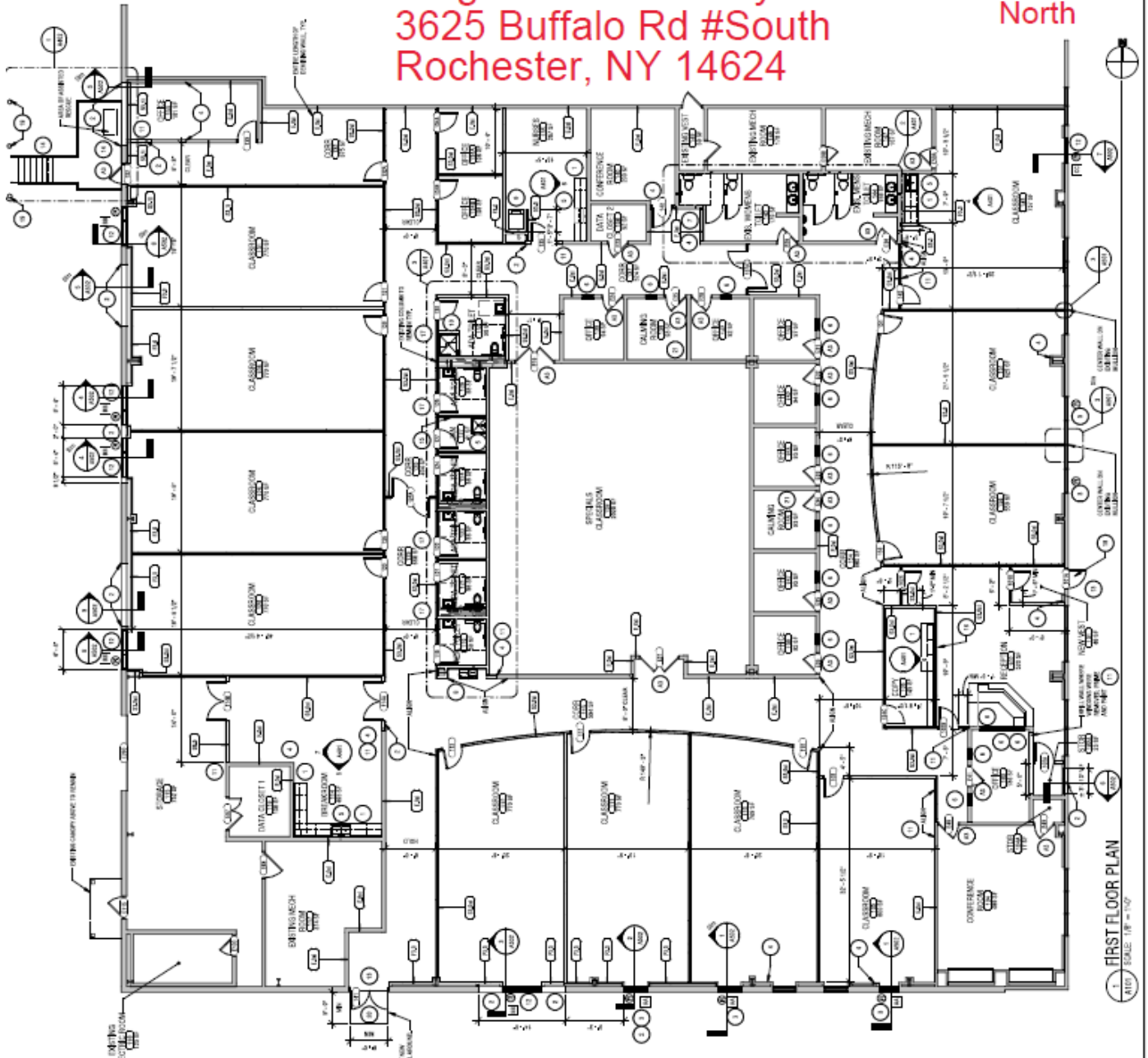
Ridgecrest Academy
3625 Buffalo Rd #South
Rochester NY 14624



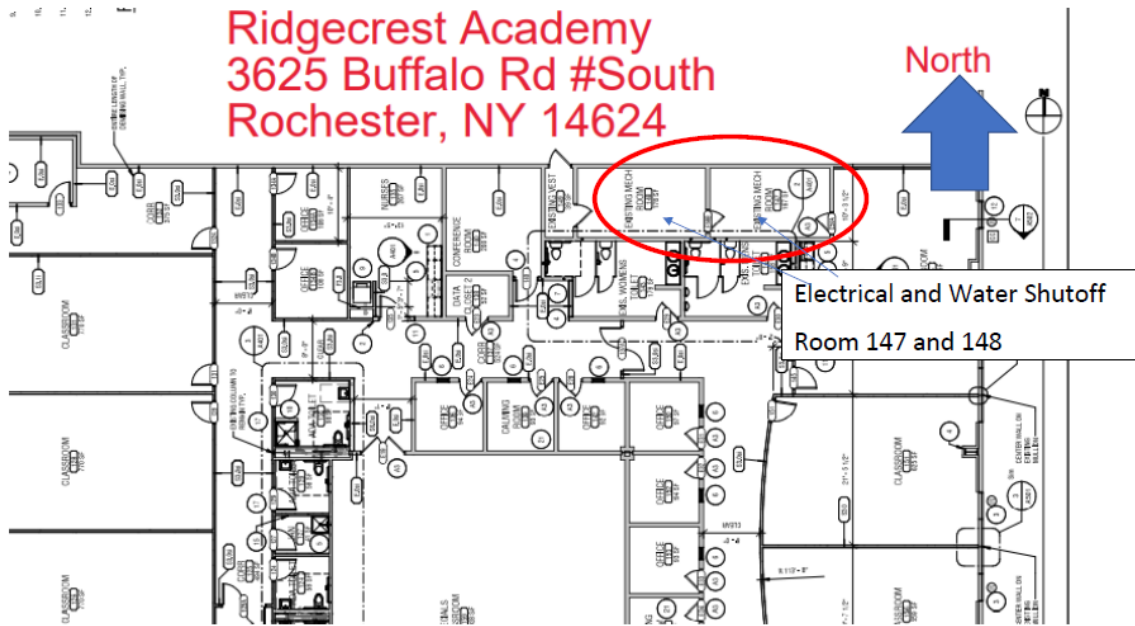
Ridgecrest Academy
3625 Buffalo Rd #South
Rochester, NY 14624

Ridgecrest Academy
3625 Buffalo Rd #South
Rochester, NY 14624

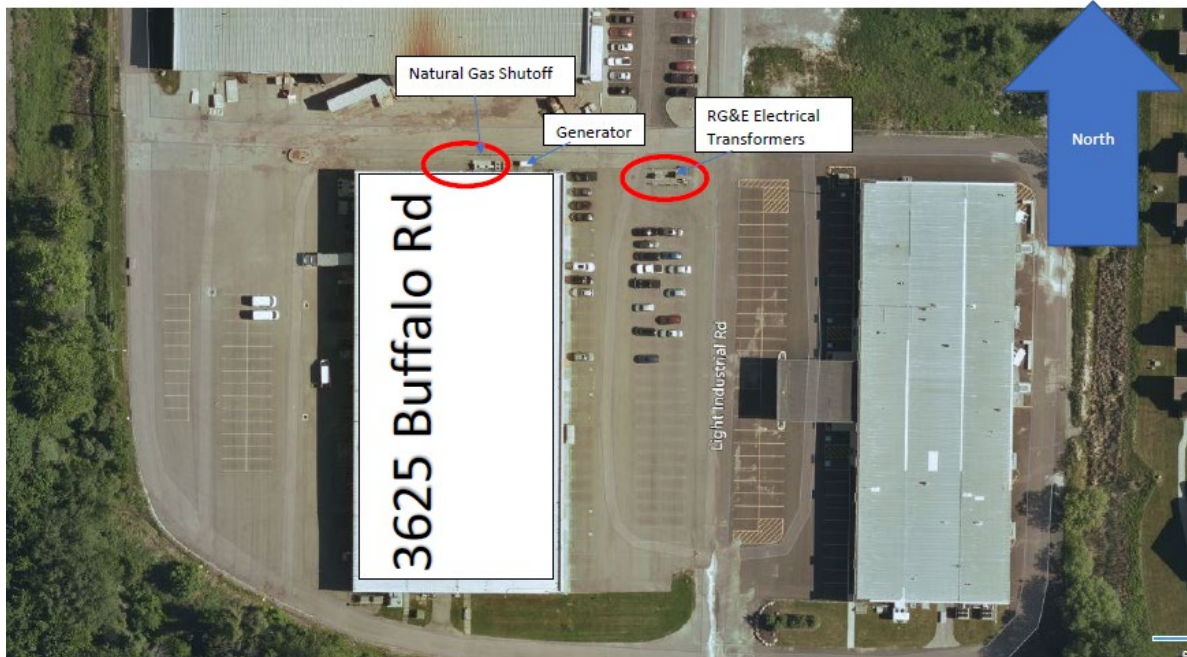
North



FIRST FLOOR PLAN
1/8" = 1'-0"



Ridgecrest Academy
3625 Buffalo Rd #South
Rochester, NY 14624



Ridgecrest Academy
3625 Buffalo Rd
Rochester, NY 14624



Appendix G – Students/Staff/Guests with Special Needs

Room No.	Persons with Special Needs	Description of Needs

Appendix H – Mental Health

Symptoms of mental health disorders vary depending on the type and severity of the condition. Many times changes and concerns can be addressed simply by contacting the family and asking that they follow up with a health care provider. At times, however, symptoms may be more severe and pose a mental health emergency. Possible signs that someone is having a mental health emergency are as follows:

- Confused thinking or change in typical style of interacting
- Increased anger and/or mood swings
- High emotionality and/or inability to cope in the moment
- Behaving recklessly in a manner that poses a risk to self or others
- Expressing feelings of worthlessness or hopelessness
- Making statements or gestures indicating that s/he wishes to harm self or die
- Making statements or gestures threatening to harm others
- Questionable influence of drug or alcohol use affecting current behavior

If a person is demonstrating any of the aforementioned signs of a mental health emergency, they should be taken seriously and immediate action should be taken. The program supervisor should be notified and a Risk Threat Assessment Plan may be activated.

Possible actions include:

- Call Security/911 if an immediate threat to student/staff safety is present.
- Arrest and/or mental hygiene arrest may be warranted.
- Isolate individual as much as possible and maintain supervision at all times
- Contact parent/guardian for student removal with recommendation to seek assessment and treatment, either through pediatrician, community-based mental health provider, mobile crisis team, and/or visit to emergency room if suicidal ideation or safety concern is present.

NOTE: Parent or guardian must be contacted in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide

- If student can be maintained on school grounds, consider contacting Mobile Crisis team (via Lifeline at (585) 275-5151).

NOTE: Family is charged a co-pay/fee when this is used on behalf of a student.

Appendix I – Violence Prevention

You can increase your ability to recognize early warning signs by establishing close, caring, and supportive relationships with students so that you know them well enough to note changes in their behavior patterns. Be aware that one of these signs alone may not be an indicator but one sign may lead you to look for more signs. Try to understand violence and aggression within context (culture/family background) avoid stereotypes, view warning signs within a developmental context, and understand that a child may typically exhibit multiple signs.

Early Warning Signs for Students at Risk:

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Having been a victim of violence
- Feelings of being picked on and persecuted
- Low interest in school/poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Impulsive or chronic hitting, intimidating, and bullying
- History of discipline problems
- Past history of violent/aggressive behavior and/or violence toward peers
- Intolerance for differences/prejudices
- Drug and/or alcohol use
- Caregivers have a history of drugs/alcohol involvement
- Peer group reinforces antisocial behaviors
- Learned attitudes accepting aggressive behavior as normal and effective in solving problems
- High level of violence in the home, neighborhood, or media
- Poor attendance and numerous school suspensions
- Affiliation with gangs
- Difficulty with social skills and poor peer relations
- Easily influenced by others/tendency to copycat
- History of parental rejection, inconsistent discipline and lack of supervision
- Difficulty controlling impulses and emotions
- Inappropriate access to, possession of, and use of firearms
- Serious threats of violence
- Poor personal hygiene
- Cruelty to animals
- Setting of fires
- Lack of remorse or empathy others

Imminent Warning Signs:

- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage for minor reasons
- Detailed threats of lethal violence
- Possession and/use of firearms and other weapons
- Self-injurious behaviors or suicide threats/expressions of hopelessness
- Irrational beliefs and ideas
- Verbal, non-verbal, or written threats or intimidation
- Fascination with weaponry/bombs and/or violent acts
- Expression of plan to hurt self or others
- Externalization of blame
- Unreciprocated romantic obsession
- Fear reaction among fellow students or faculty
- Drastic changes in belief systems
- New or increased stress at home or school
- Inability to take criticism
- Feelings of being victimized
- Intoxication from alcohol or drugs
- Violence toward inanimate objects
- Steals or sabotages projects or equipment
- Lack of concern for the safety of others

If you suspect that one of your students is exhibiting signs or is at risk of violence, contact your supervisor immediately.

Monroe 2-Orleans BOCES has a Threat Assessment Plan in place that can be activated to address related issues.

Appendix J – Bomb Threat Data Sheet

Bomb Threat Report Data Sheet

Date: _____ Time: _____
Your name: _____ Position: _____ Ph: _____

Exact wording of the threat:

Threat Information:

Gender of caller: _____

Race of caller: _____

Age of caller: _____

Length of call: _____

Number at which threat call was received:

Number from which threat call was made:

Questions to ask:

1. When is the bomb going to explode?

2. Where is the bomb 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? Why?

7. What is your name and address?

Threat Language:

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Electronic | <input type="checkbox"/> Foul language |
| <input type="checkbox"/> Incoherent | <input type="checkbox"/> Irrational |
| <input type="checkbox"/> Taped | <input type="checkbox"/> Well-spoken |
| <input type="checkbox"/> Other _____ | |

Caller's voice:

- | | |
|---|---|
| <input type="checkbox"/> Accent (type): _____ | |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Calm |
| <input type="checkbox"/> Crying | <input type="checkbox"/> Deep-breathing |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Excited |
| <input type="checkbox"/> High-pitched | <input type="checkbox"/> Intoxicated |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Low-pitched |
| <input type="checkbox"/> Nasal | <input type="checkbox"/> Slow |
| <input type="checkbox"/> Soft/whisper | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Other _____ | |

Background noises:

- | | |
|--|---|
| <input type="checkbox"/> Animal(s) | <input type="checkbox"/> Airplanes |
| <input type="checkbox"/> Cell phone | <input type="checkbox"/> Factory noises |
| <input type="checkbox"/> House noises | <input type="checkbox"/> Music |
| <input type="checkbox"/> Static | <input type="checkbox"/> Traffic |
| <input type="checkbox"/> Voices (describe) _____ | |



Monroe 2-Orleans BOCES

PANDEMIC PLAN

June 2, 2020

Defining the Plan

According to the World Health Organization (WHO) pandemic is a world wide spread of a new disease. (Feb 2020 WHO website)

Influenza pandemic occurs when a new influenza virus emerges and spreads around the world. Most people have no immunity.

The Purpose of the Guide

The purpose of this document is to assist in managing the impact of an influenza, pandemic or other Department of Health reportable illness, if one should transpire, that affects the BOCES 2. This document focuses on two main strategies which include:

- Sustaining educational functions.
- Reducing the spread of the illness within school facilities.

This guide provides procedures to address:

- Communication to schools from external sources regarding a pandemic illness and internal communications within the school.
- Activities to reduce the spread of the illness:
 - Reducing the risk of infected persons entering BOCES 2 Schools, including: students, staff and all visitors.
 - Student spacing – reducing person-to person interactions.
 - Social distancing – reducing or postponing school events or activities.
 - Cleaning and disinfecting school facilities.
 - Educating parents/students/staff to address potential concerns.
 - Address those students/employees that may become ill while at school as well as those who may have been exposed to a virus.

Prevention

- Disseminating information regarding:
 - Prevention strategies.
 - Other public health guidance provided by governmental agencies.
- Maintaining School Functions:
 - Identify essential staff and school functions.
 - Plan for absenteeism of students and/or staff members.
 - Communicate to parents/guardians/students/staff.
 - Education for employees/students/parents/guardians regarding the pandemic.

The District-Wide Health & Safety Committee

Management of Operations

- The District-Wide Health & Safety Committee and District Superintendent/designee, including Nursing Department Chairperson/designee and Occupational Health Nurse will be responsible for the pandemic plan.
- The Communications Manager will be responsible for communications as directed by the District-Wide Health & Safety Committee.
- If necessary, the District-Wide Health & Safety Committee will be assembled. This team will be responsible for the implementation of the pandemic plan.
- If necessary, the District Superintendent/designee may initiate an Incident Command Center at the ESC Building to manage the pandemic plan. The command center will collaborate with the BOCES 2 Physician, the Monroe County Health Department, Component Districts and other local, county and state agencies.
- Planning by the District-Wide Health & Safety Committee will include input from the BOCES 2 Physician and the Nursing Department Chair/designee, Occupational Health Nurse, teachers, administration, parent representatives and other members of the community as appropriate.

- The District-Wide Health & Safety Committee will review the local emergency response and public health plans. The review of the District's communicable disease policies and procedures will be completed by the Chief Emergency Officer, BOCES 2 Physician and the BOCES 2 Nursing Department Chair/designee and Occupational Health Nurse.
- The necessary Personal Protective Equipment (PPE) will be provided, as available and used as directed by the Monroe County Health Department, CDC, NYSDOH Our communicable disease regulations refers to guidance from NYSDOH & local Health Department.
- All staff absences will be monitored by individual building administration. Any spikes or excessive absences will compiled and sent to the Director of Human Resources.
- The Nursing Department Chair/designee will be responsible for reporting Upper Respiratory Illness (URI) student absences to the District Superintendent's Cabinet.
- Upon notification to the District Superintendent/designee by the Monroe County Public Health Department that a pandemic is occurring, the District-Wide Health & Safety Committee will:
 - * Set up prominent notices at all facility entry points advising students and visitors, not to enter if they have Upper Respiratory Illness (URI) like symptoms or other identified criteria.
 - * Educate employees, students, parents and visitors on how to stop the spread of the virus by disseminating the appropriate information to each school. The information will then be placed in conspicuous places (including entrances, bulletin boards, meeting rooms and restrooms). Notices should contain hygiene information regarding hand washing, cough and sneeze etiquette and student spacing.
 - * The district website will be used for periodic health updates and advisories. Connect Ed will be used as warranted to process rapid notifications to staff and families in the community.
 - * The Monroe 2 BOCES Director of Operations & Maintenance, in cooperation

with the Nursing Department will take measures to ensure the presence of PPE & hygiene related supplies, for employee and student use and OSHA approved cleaning supplies for employee use.

- * Decisions on how and when to operate the school system with a significant shortage of staff and students will be made by the District Superintendent/designee. Such a decision will be made in conjunction with the Monroe County Health Department, the NYS DOH, Centers for Disease Control, the Component School Districts and the Monroe 2 BOCES Nursing Department Chair/designee when appropriate. These decisions may also consider alternatives such as staggered school times, changes to busing and telecommunications. Criteria for implementing containment measures, such as but not limited to cancelling of events and other mass gatherings, will be determined by the District Superintendent/designee in collaboration with local, State, and Federal guidelines.
- * Procedures to assure continuity of instruction will depend on the variables of the pandemic event. Alternative methods of instruction may include web-casts, e-mail, television or radio broadcasts or other alternative methods. In some cases, a decision may require prolonged school closure and complete postponement of instruction until a later date, such as during previously scheduled vacations. Each BOCES 2 instruction site has formulated continuity of instructions plans to be included in each of the sites Emergency Response Plans (ERP).

Communication for Schools

- * Monroe 2 BOCES has aligned its pandemic plan with the Monroe County Health Department, as well as the Federal and New York State Department of Health and Human Services and the Centers for Disease Control. Pandemic guidance will be consistent with these agencies' recommendations in order to coordinate an appropriate response and to avoid causing unnecessary concern. Key features include: Working closely with the Monroe County Health Department and establishing communications mechanisms

among BOCES 2 School Personnel, Component School Districts and with the community at large.

- * The primary communication channel will be the Monroe County Public Health Website located at <http://www.monroecounty.gov/health-index.php>. Specific information for schools will also be made available both through the aforementioned website and through the Monroe 2-Orleans BOCES Website.
- * The District Superintendent/designee and/or Communication Group Manager will act as spokesperson(s) for the district. Communication channels will be used according to the nuances of the pandemic which may include: website information, school and district newsletters, e-mail and the district's automated telephone message system (Blackboard Connect). All staff will be advised to refer outside media inquiries directly to central office. Scripts for building office staff, nursing, and teaching staff will be provided when appropriate for a consistent message to be given out to everyone.
- * Communications to employees will be placed in each individual school emergency plan. The Building Administrators will advise the employees in advance where to find up-to-date and reliable information about pandemics. While efforts will be made to inform staff in a timely fashion of all new developments, during actual outbreaks and especially during high district level problem-solving that may take time, minor communication delays may occur. Building Administrators will remind staff that they should only regard official district communications as valid and that patience by all may be required and will be appreciated.
- * Upon authorization of the District Superintendent/designee, communications will be made via the district's automated telephone message system, e-mail, and/or the Monroe 2-Orleans BOCES website, www.monroe2boces.org.
- * The Communications Manager will provide links to the Monroe County Health Department website, the Federal and the New York State Department of Health and Human Services,

and the Center for Disease Control that will be disseminated via e-mail and/or the BOCES 2 website www.monroe2boces.org.

- * The Nursing Department Chair/designee and Occupational Health Nurse, in cooperation with the Communications Manager, will provide educational communications regarding best health care practices and community resources related to specific pandemic.
- * The District Superintendent/designee will provide communications regarding school policies for employee's compensation and sick leave absences, mandatory exclusions, and enforcement that may be unique to a pandemic.

Reducing the Spread of Illness

- * The dissemination of information pertaining to the district's Pandemic Preparedness and response plan will be made available on the BOCES 2 website.
- * The district will have rapid and accurate communications. Communications will strive to reduce panic and address the potential for fear and anxiety that the students and/or families may have as a result of rumors or misinformation.
- * To the greatest extent possible, the BOCES 2 will disseminate information for parents about the potential impact of a pandemic on school functioning. Families will be advised at the start of each school year to have a family emergency plan in place for childcare and intra-family communication in the event of prolonged school closure, as well as to keep the district accurately informed of all emergency contacts as they may change over the year.
- * To the greatest extent possible, the district communications will be culturally and linguistically appropriate to meet the needs of all students/families.
- * The Nursing Department Chair/designee will compile a list of medically fragile students. In the event that the illness spreads, these families will receive verbal and/or written notification.

Student Spacing (social distancing)

Student spacing refers to use of physical distance among students and exposure time among individuals to reduce the spread of illness between people. In the event of a pandemic, BOCES 2 will distribute education and guidance on student spacing to all staff, students and parents according to CDS Guidelines.

Where possible, please consider the following student spacing strategies:

- Spacing student's desks / work surfaces
- Limiting group activities and interaction between classes.
- Creating an isolation room adjacent to, or in close proximity of the health office to maintain symptomatic students, while awaiting transportation home.

School Cleaning

- * Frequent and routine cleaning will remain a best practice. BOCES 2 will follow the local, state, and federal guidelines for cleaning practices during a pandemic outbreak. Specialized cleaning solutions may not be necessary. Therefore, standard cleaning products and soap and water may be adequate to disinfect most surfaces. OSHA approved products will be used according to manufacturer's instructions to ensure adequate amounts of appropriate drying periods are followed.
- * Appropriate ventilation, such as opening windows, to the facility will be used to ensure a clean learning atmosphere.
- * The Director of Operations & Maintenance will establish a schedule for cleaning and changing filters of the heating/air conditioning systems. This should occur more frequently during a pandemic.
- * To the greatest extent possible, staff will be advised not to share telephones. If it is essential that they are shared, they should be disinfected and use approved cleaning solutions always maintaining good hand hygiene.

- * Details regarding cleaning solutions can be found located on the fact sheets at the Monroe County Department of Health Website.

Educating Students/Staff/Parents to Inform and Address Concerns

It is likely there will be anxiety regarding the pandemic influenza, and this may contribute to increased absenteeism and/or increased distress to students, parents and staff. Suggested methods to address this include:

- * Educating those involved in the BOCES 2 preparedness and ongoing management efforts.
- * Provide timely updates to students, parents, teachers and other relevant parties.
- * During a pandemic, continue to educate staff, students and parents regarding the progress of the pandemic, its avoidance, and its effects.
- * As needed, work with local resources and local public health officials to assure support mechanisms are readily available. (For example: counselors, mental health, social services and faith based resources.)

Managing Illness in Staff, Students or Visitors

- * The Building Administrators, based on central office guidance, will post information on what to do if people get sick while at school.
- * BOCES 2 Administration, in conjunction with the Communications Manager, will inform staff and students regarding symptoms of the illness.
- * The BOCES 2 Physician in collaboration with the Nursing Department Chairperson/designee & Occupational Health Nurse will review and approve BOCES 2 Infection & Exposure Control Manual for managing suspected or confirmed illness, including identification criteria, infection control, personal protective devices, and exclusion criteria.

- * If a student becomes ill or if someone observes that another person is exhibiting symptoms of URI at school, staff will direct the student to the health office for evaluation and when indicated by the school nurse, ensure that the ill person leaves the school as soon as possible, and does not return until the exclusion period has been lifted. Ill students should wear a mask, as tolerated and wait in the isolation room until dismissed or picked up from school.
- * To the greatest extent possible, the transportation of ill students will be done by a parent and/or guardian. If the student is transported by a bus, a mask should be worn by the effected student, as tolerated.
- * Parents of ill students will be directed to seek medical care. The BOCES 2 Physician and/or School Nurse Practitioner will advise nursing staff on complicated cases, following the recommendations of the Local County Health Department.
- * Staff that become ill while at work will, immediately don a mask and proceed with self-isolation. They will contact their supervisor and they will leave their worksite as soon as possible.
- * Parents and/or students, as well as staff members, will adhere to guidelines set forth by the Monroe County Health Department regarding standard baselines for staying home and when they may return to school. Supervisors and Building Administrators working in cooperation with teaching and nursing staff will enforce mandatory exclusions.
- * The Nursing Department Chair/designee will report early dismissal and/or absence to NYSDOH, local DOH, and/or designated reported entity, on a daily basis as requested.

Continuity of Operations

The BOCES 2 Business Continuity Plan will be utilized should it be required during a pandemic.

Required Personnel

- * All district-level administrators – to assist with communication, work with other agencies and plan accordingly.
- * All Building Administrators – to assist with communication, building guidance and enforcement, and planning with district level administration.
- * Secretarial staff – to assist in carrying out the plan of action as directed by the district office and building administrator.
- * All Operations & Maintenance staff members – to ensure a safe, clean environment.
- * All nursing staff members – to assist in planning and promoting safe and healthy environments; to identify and manage staff and student illness; to assess, stabilize, and triage individuals with URI, and to assist the Building Administrators in enforcement of mandatory exclusions.
- * All budgetary and payroll issues that arise due to a pandemic will be addressed according to state and federal law, school district policy and the idiosyncrasies of the pandemic.

Alternative Education Methods

Monroe 2 BOCES reserves the right to educate children based on the details of the pandemic.

Alternative modes of education may be delivered by: web-based learning, e-mail, television/radio broadcasts and/or U.S. Postal Service. Alternatively, postponement of instruction with make-up sessions over previously planned

vacations may be required based on local, state and federal guidance, as well as the feasibility of extended out-of-school instruction.

School Pandemic Maintenance

- * The District Pandemic Plan will be reviewed and revised annually by the District-Wide Health & Safety Committee
- * The plan will be tested periodically. Relevant agencies, such as the Monroe County Health Department, may be involved in the test.

Appendices

1. Instructional

- Career Technical Education (CTE)
- Westside Academy
- Exceptional Children
 - Exceptional Children Learning Center / ADL House
 - Ridgecrest Academy
 - Exceptional Children Westview
 - Village Plaza
 - Paul Road Transition
- Center for Workplace Development (CWD)

2. BOCES 4 Science

3. Business

4. HR

5. CaTS

6. Communications

7. Operations and Maintenance

Instructional

Career Technical Education- CTE

CTE Emergency Response Plan Annex

Pandemic Plan

Stage: Preparations before confirmed case/LEVEL 1 (*Actively Monitoring-No Cases locally*)

- Staff reminded to go home/stay home if sick
- Staff and students encouraged to use good infection control practices, proper hand washing live demonstrations by CNA students and staff, proper hand washing video shared across department
- Education about proper use of masks
- Reviewed O&M cleaning and disinfecting practices and schedule for improved collaboration
- Hand sanitizer and disinfecting wipes made available across the department
- Isolation room identified (Main Conference Room)
- Staff asked to consider social distances if/when appropriate or possible without causing unnecessary concern
- Lists compiled of all upcoming events/activities beyond classroom instruction
- Events/activities reviewed on a case-by-case basis
- Staff encouraged to consider creative WBL activities as alternatives to external activities
- Staff encouraged to review instructional technology options and consider expanded use (Schoology, Remind App, P drive), implementation support offered by Instructional Specialists and colleagues with extensive experience using the technology
- Staff asked to expand sub plans and collaborate with colleagues so student cohorts can be merged if necessary
- Staff encouraged to review curriculum maps and consider units/lessons requiring less lab/application in case on-line learning is necessary
- Staff surveyed to determine computer and internet access at home, laptops prepared and sent home on Friday with staff lacking technology at home
- Staff advised to know passwords and confirm access to resources for use at home, email with Technology Tips shared across department
- Staff asked to review steps necessary to close classrooms for extended periods of time and communicate concerns with administration
- Attendance secretaries (student and staff) asked to alert administration to increased absences or clusters

- Office staff asked to review daily and weekly tasks and confirm that a colleague is cross-trained on all necessary tasks
- Staff advised to update contact information with HR for communication purposes (especially if they did not receive notification about the recent snow day)
- Staff encouraged to process direct deposit request
- Communication with families who opted out of hand sanitizer use at start of school year to confirm desire to continue opt out
- Agency-wide communication to families

Stage: Strategies for single or minimal confirmed case(s)/ LEVEL 2 (*Containment-Cases identified locally*)

- Level 1 practices continue
- WBL activities in large healthcare facilities cancelled
- Classrooms in healthcare facilities/public facilities relocated to main campus
- WBL group activities (field trips, competitions) cancelled for a 2 week window
- Planned events with large numbers expected (Craft and Vendor Show, ProStart Competition) cancelled for a 2 week window
- Remaining WBL considered on a case by case basis
- If one or a few students are impacted, we will use our existing process for Long Term Suspended and/or Medically Absent students. Work will be provided through electronic means and/or courier where necessary

Stage: Outbreak in school/high number of students and staff affected/LEVEL 3 (*Mitigation-Confirmed Cases among students/staff*)

- Level 1 and Level 2 practices continue
- Merge classrooms/cohorts if necessary
- Review remaining WBL activities, events reviewed and cancelled as necessary
- Modified instruction available through instructional technology and/or distance instruction
- Hard copy units/lessons provided to students without necessary technology at home

Westside Academy

Westside Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers are all prepared with distance learning and online resources to teach, including using Zoom
- All students have emails and logins for all instructional materials
- Students have given / shared with us, through a form, their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Counselors and Related Service are prepared to communicate with all students if there is an outbreak through Zoom and Phone calls
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Ensure students have appropriate vaccination.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, we will use conference room #15 from the nurse's office as a potential place of isolation, until their parents are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school

- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-entered.
- Determine process for re-opening schools or reconvening students • Follow policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Westview

Westview Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room across from the nurses office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events

- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Ridgecrest Academy

Ridgecrest Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse will give a hand washing training to all 8:1:2 and 6:1:2 students. Students in 6:1:1 classrooms will watch a video on proper hand washing during Science class.
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Reconfigure seating in classrooms to insure optimal spacing.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers will extend how far their sub plans go out in case they become ill and are out of the building for an extended period of time.
- Encourage any staff that hasn't to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Review policies and practices related to handling animals in school or on field trips.
- Ensure students are appropriately vaccinated.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms we will use the sensory regulation room as a potential place of isolation, until their parents are able to pick them up from school or we are able to send them home in a car service.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24 hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.

- Work together with LDOH/DOH when a case or cases are known so that close contacts and sources can be identified. You can expect to help LDOH/DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re
- Determine process for re-opening schools or reconvening students • Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Paul Road Transition

Paul Road Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the student calm room across from a the nurses office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school

- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:
 - Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
 - Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
 - Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Rochester Tech Park

Rochester Tech Park Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room (next to Shannon Alvarado's office) and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school

- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:
 - Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
 - Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
 - Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Village Plaza

Village Plaza Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the staff break room across from a restroom and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school

- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:
 - Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
 - Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
 - Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Center for Workplace Development- CWD

CWD Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Post information related to preventative measures throughout CWD.
- Encourage students and staff to engage in effective preventative practices.
- Reinforce routine cleaning and sanitation practices.
- Develop response plan for +600hr job training programs (Dental Assistant, Medical Office Assistant, HVAC/R)

****COVID-19 SPECIFIC PLAN****

- Program suspension approved (3/12/20) by COE, NYSED, and USDOE
 - Length of suspension defined organizationally through Monroe 2-Orleans BOCES.
- Financial Aid calculations will need to be re-run with appropriate dates and other considerations as outlined by USDOE.
- Notify COE Advisory Boards of program changes and any business partner who may be anticipating internship starts.
- Notify COE and NYSED of program disruption and projected re-start date.
- Consider restructuring specific job training program calendars to prepare for outbreak (i.e. Nurse Assistant, Phlebotomy)
- Ensure instructors have current contact information for students.
- Send email to staff regarding checking voicemails from home.

Single Case (What are we doing when there is a confirmed case)

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Advise staff and students that are sick to stay home from work/class.
- Create a revised attendance policy in event of outbreak
- Increase social distances within classroom and office settings.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean all CWD offices and classrooms
- Determine who the staff/student was in direct contact with since symptoms were observed.
 - Begin conducting active screenings for illness in office.
- If single case occurs at RTP, coordinate with CTE partners to explore relocation options.
- Consider cancelling Literacy and ESOL courses until further notice.

Outbreak in School

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Adopt revised attendance policy.
- Suspend all Literacy, ESOL, Nurse Assistant, and Phlebotomy and Continuing Education programs until further notice.
- Suspend all non-essential programming and consider executing essential functions remotely.
 - General email accounts monitored by Linda Rice and Nicole Carpenter.
 - Main phone line message posted indicating closing and direct caller to CWD website for current information.
- Adopt response plan for +600 hour job training programs – Outlined in Preparation Stage.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean CWD Offices.
- Monitor main phone line messages, and inquiry emails submitted through CWD website.

Epidemic (What are we doing when many students and staff are infected)

- Follow all guidelines communicated through Monroe 2-Orleans BOCES,
- Follow all protocols outlined during Outbreak
- Develop re-entry plan
 - Cleaning protocol
 - Communication plan to students/staff

Critical Considerations:

Essential Function	Person Responsible	Technology Needs
Financial Aid	Mike DiPasquale	BOCES laptop / VPN
Payroll	Nicole Carpenter	BOCES laptop
Attendance (Only for Distance Learning)	Nicole Carpenter	BOCES laptop / XenDirect
Monitor main phone line / 1 st level response to website inquiries	Angela Capobianco (Nicole Carpenter/Linda Rice)	None

- Kryterion Testing needs to be postponed following guidelines listed above.
- Prometric Testing – Is any scheduled in the next 2-4 months?
- Program reporting – What State/Federal reports are coming due in the next 2-4 months?
- IPEDS
- CTEDS
- Consider mail delivery – Do we have Post Office hold mail? Do we have it redirected to ESC/CTE? Do we utilize essential personnel to handle incoming mail?

BOCES 4 Science

BOCES 4 Science Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Cleanliness: Personnel are reminded to:
- Wash hands regularly and for at least 20 seconds with warm water
- Use Monroe 2-Orleans BOCES provided hand sanitizer – particularly when transitioning between various tasks or when in common area (i.e. breaking down ESP kits)
- Clean personal work areas with Monroe 2-Orleans BOCES approved cleaning supplies (wipes, etc...) multiple times throughout the day in addition to regular and “deep” cleaning conducted by O & M personnel. Note: O & M will provide cleaning supplies approved for use at Monroe 2-Orleans BOCES.
- Increase social distances – including at workspaces and during breaks
- Stay home when sick – particularly when exhibiting symptoms consistent with COVID-19

Communication:

- Regular updates through weekly meetings at BOCES 4 Science, the Monroe 2-Orleans BOCES website, email, hard copy documentation, or other methods as appropriate
- Multiple posters are posted at entrances and throughout the building with information regarding COVID-19 and preventative measures
- Education regarding cough/sneeze etiquette
- Review of practices related to live materials at BOCES 4 Science
- Opportunities to meet with the BOCES 4 Science Director or Assistant Director to ask questions or clarify released information

Confirmed Cases (Single Case, Outbreak in School, Epidemic):

- Instructional: Professional Learning, Training, and Coaching
- In the event that Instructional Personnel are absent due to infection, then BOCES 4 Science will aim to, when possible:
- Support learning opportunities with other personnel – including administrative staff and other instructional staff part of the BOCES 4 Science Team (from Monroe 1 BOCES, WFL BOCES, or GVEP)
- Engage in digital learning opportunities via Zoom (or other digital communication)
- Reschedule learning opportunities
- Cancel (as a last option)

Students: BOCES 4 Science has 3-5 Work Based Learning Students. In the event that a student is exhibiting signs of COVID-19, he/she will use the office of the Director of BOCES 4 Science

as an isolation room until the student can be transported back to his/her home district. At that point, O & M will be informed and will plan for a deep clean of the office.

Business/Internal Operations:

- In the event that Kit Processors and/or Stock Clerk/Couriers are absent due to infection, BOCES 4 Science will aim to continue production and shipping of resource kits to districts, when possible, by:
- Reorganizing Stock Clerks/Couriers and/or Kit Processors to support production and shipping of resource kits:
- This may include using Stock Clerks/Couriers to produce resource kits and Kit Processors to assist with shipping
- In the event that many staff are absent due to infection, then professional and office staff will support kit production and shipping as necessary
- In the event that Office Staff are absent due to infection, administrative staff (including the Director of BOCES 4 Science, Assistant Director of BOCES 4 Science, Production Manager, etc...) will support clerical functions including, but not limited to:
 - Supporting districts throughout the process to lease kits
 - Routine communications with district representatives and BOCES 4 Science staff
 - Purchasing materials and supplies
 - Note: BOCES 4 Science continues to cross-train personnel to support clerical functions

Pandemic:

- In the event that the infection is widespread and most or all BOCES 4 Science staff members are unable to work then most operations will need to discontinue until such a time as staff members can return to work
- Note: Resource kits cannot be produced and many internal computer systems cannot be accessed at home (programs specific to Inventory, Scheduling, and Production)
- Note: The Director of BOCES 4 Science and Assistant Director of BOCES 4 Science will be available to support digitally from home as necessary – including, but not limited to, communicating with staff, district representations, and supporting the Monroe 2-Orleans BOCES District Continuity of Operations

Business/Finance

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
- Payroll - Banking
- Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
- Cash Flow – Billing and Receivables
- Purchasing of Emergency Items
- 20-21 Budget – Changes from District Final Requests
- Workers' Compensation
- Essential Personnel have remote access to WinCap and banking as identified
- Cross training exists for critical functions

Single Case - Business as Usual

- Building Closed (Other than ESC) – Business As Usual

Epidemic/Pandemic

- BOCES Closed
 1. Payroll – Banking
 - Every 2 weeks, 2 people, 2 hours
 - Remote/On-Site as needed
 2. Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
 - Weekly, 1 person, 1 auditor
 - Invoice processing, Check printing and ACH payments
 - Internal Claims Auditing
 - On-Site as needed
 3. Cash Flow – Billing and Receivables
 - In-coming checks can be posted and deposited remotely but need access to mail. Both remote and on-site necessary.
 - Billing is On-Site as needed
 4. Purchasing of Emergency Items
 - Review credit card limits for key personnel - increase where needed
 - PO processing for emergency items – can be done remotely
 5. 20-21 Budget – Changes from District Final Requests
 - Alert departments when certified budget requests are received
 - Budgets can be updated and balanced remotely

6. Workers' Compensation

- Payment entry of awards of compensation
- Processing of indemnity payments must be done on-site minimum 1x per week
- Processing of mail, batching & processing on site as needed
- Processing of prescription medication
- In-house counsel able to attend virtual hearings remotely

Human Resources- HR

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
 - Run payroll
 - Print live paychecks and distribute them
 - Print paystubs and distribute them
- Identify Essential HR Staff
- Ensure necessary staff have remote access to WinCap
- Ensure cross training exists for payroll functions

Single Case

- Business as usual

Building Closed (Other than ESC)

- Business as usual

Epidemic/Pandemic

- BOCES Closed but ESC Building Open
 - Business as usual
- BOCES Closed and ESC Building Closed
 - Payroll to be run remotely
 - Direct deposit not affected
 - Paychecks can only be printed and distributed if payroll staff can access ESC
 - Paystubs can only be printed and distributed if payroll staff can access ESC

Communication and Technology Services- CaTs

CaTS Emergency Response Plan Annex

Technology – To provide support to the organizational technology infrastructure so key functions can operate effectively

Assumptions

1. Internet is operational
2. Power and Gas functioning
3. Telephone services operational
4. Roads open for travel

Support Scenarios

1. High Absentee Rate – staff and students – school remains open - CaTS staff will continue to respond to customer requests as needed

- As CaTS staff are impacted by illness/absent, remaining resources/staff will focus on highest priority requests and supporting critical functions

- Critical Functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet connectivity (IEP Direct/Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)
- viii. SchoolTool

2. Schools Closed

- CaTS staff will be on call to provide support to the following critical functions as needed

- Critical functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet Connectivity (Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)

Communications

Communications Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Single Case (What are we doing when there is a confirmed case)

- Work with administration to coordinate appropriate communication in conjunction with local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Before an outbreak occurs

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

During an outbreak

- Work with administration to continue to share the latest information from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

After an outbreak, schools and districts should:

- Work with administrations and local health officials to development consistent messages to share with the public through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Operations and Maintenance – O/M

O/M Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- O&M building cleaning staff are reminded of proper PPE's as they perform their scheduled cleaning routes.
- Staff will prioritize disinfecting all Restrooms, Classrooms and Common areas. Using approved cleaning supplies made available by O and M department.
- Alert Barb Swanson if there is a spike in staff absenteeism.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, O&M department cleaning staff will complete a deep clean (disinfecting) of the classroom, along with room where student was placed until dismal.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Continue to utilize cleaning practices as defined by contract and ISSA standards.

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school
 - Increase social distances within the school environment
 - Adapt attendance policies
 - Consider early dismissals
 - Develop a flexible schedule for essential personnel
 - HVAC mechanic has capabilities of reviewing and adjusting HVAC conditions and set points off site.

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can reopened
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with staff, and management on schedule for re-cleaning of building



Building-Level Emergency Response Plan

Village Plaza Transition Program

16, 18, 20 Slayton Avenue, Spencerport, NY 14559

2023-2024

DISTRICT OFFICE EMERGENCY RESPONSE PLAN
FOR OFFICAL USE ONLY
NYS BLS ERP version1 - 7/2023

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THE BASIC PLAN

1. Introductory Material

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school/site shall have a Building-Level Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school/site safety personnel and other school/site personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The Building-Level Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the school/site ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

The following table includes names and titles of the Building-Level Safety Team members. The table may be expanded as needed to include all members.

Name	Title/Department	Ph. Number
Case, Heather	Teacher	617-2521
De Mattia, Theresa	Teacher	617-2522
Jewell, Jim	School Social Worker	617-2523
Mundt, Gail	Special Education Supervisor	617-2439

Various agencies and services are involved in responding to school/site incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School/site ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school/site. If Memorandum of Understandings (MOU) is created, a copy shall be maintained in Appendix D. Advanced planning should specify the type of communication and services provided by one agency to another.

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the Building-Level Emergency Response Plan and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within 30 days of adoption.

New York State Police
Headquarters – Field Command
Attn: Safe School/sites NY
1220 Washington Avenue, Building 22
Albany, NY 12226
Or by email to: info@safeschool/sites.ny.gov

Building-Level Emergency Safety Plans are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Record of Distribution

Copies of the Emergency Response Plan, including appendices and annexes are recommended to be distributed to your Building-Level Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the District Superintendent and any other persons deemed appropriate by the Building-Level Safety Team.

Distribution of the ERP shall be recorded in the following table:

Agency	Receiving Party	Date
Monroe 2-Orleans BOCES Emergency Officer	Douglas Comanzo	
Monroe County Sheriff's Office	Captain Pat Rojas	
Ogden Police Department	Chief Chris Mears	

Plan Review and Updates

8 NYCRR Section 155.17 (b) requires the Building-Level Safety Team to review its Emergency Response Plan annually and update it by July 1 as needed.

Each update or change to the plan shall be recorded in the following table.

Revision/Update/Amendment	Name	Date

2. Purpose and Situation Overview

School/sites are exposed to many threats, hazards and vulnerabilities. All of these have the potential for disrupting the school/site community, exposing students/staff to injury, and causing damage to public or private property.

Building-Level Safety Teams shall complete thorough threat assessments to identify circumstances in the school/site or near campus that may present unique problems or potential risk to people or property.

The interior and exterior portions of all school/site buildings, school/site grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff and students.

Develop threat and hazard-specific annexes to address each identified threat/hazard from your assessment. Included in the Threat and Hazard-specific Annex section are examples of formats you may utilize while developing these annexes.

The table on the following page provides a list of potential threats that school/sites should consider when conducting a threat/hazard assessment.

Threat and Hazard Type	Example
Natural Hazards	<ul style="list-style-type: none">• Earthquake• Tornado• Lightning• Severe wind• Hurricane• Flood• Wildfire• Extreme temperatures• Landslide or mudslide• Winter precipitation• Wildlife
Technological Hazards	<ul style="list-style-type: none">• Explosions or accidental release of toxins from industrial plants• Accidental release of hazardous materials from within the school/site, such as gas leaks or laboratory spills• Hazardous materials releases from major highways or railways• Radiological releases from nuclear power stations• Dam failure• Power failure• Water failure
Biological Hazards	<ul style="list-style-type: none">• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis• Contaminated food outbreaks, including Salmonella, botulism and E. coli• Toxic materials present in school/site laboratories

Adversarial, Incidental and Human-Caused Threats

- Fire
- Active shooter
- Criminal threat or action
- Gang violence
- Bomb threat
- Domestic violence and abuse
- Cyber attack
- Suicide

Planning Assumptions and Limitations

Stating the planning assumptions allows the school/site to deviate from the plan if certain assumptions prove not to be true during operations. The Building-Level Emergency Response Plan is established under the following assumptions:

- The school/site community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school/site affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school/site property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school/site to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the Building-Level ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school/site's readiness to respond to incidents.

3. Concept of Operations

The overall strategy of a Building-Level Emergency Response Plan (ERP) is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school/site generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school/site will be delegated the authority to direct all incident activities within the jurisdiction of the school/site. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander.

8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System. This chain of command shall be documented in the table included in Appendix B.

Initial Response

School/site personnel are likely to be the first on the scene of an incident in a school/site setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (police, fire or EMS). Staff will seek guidance and direction from the school/site district and emergency responders.

Any staff or faculty member who sees or is aware of an emergency shall activate the ERP.

4. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions. The included titles and responsibilities are for illustrative purposes and should be edited to meet the needs of your school/site as necessary.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school/site relies on other key school/site personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with their role and responsibilities before an incident occurs.

Principal

The principal (or their designee) will serve as the Incident Commander and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this Emergency Response Plan (ERP)
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Keep the District Superintendent informed of the situation

Teachers, Substitute Teachers and Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff and other individuals
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander
- Obtain first aid services for injured students from the school/site nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved
- Render first aid or CPR if certified and deemed necessary

Teaching Assistants and Aides

Responsibilities include:

- Assisting teachers as directed
- Actions to ensure the safety of students

Counselors, Social Workers and School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School/Site Nurse and/or Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians and Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school/site
- Execute assignments as directed by the Incident Commander

Principal's Secretary and Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school/site records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Bus/Van Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

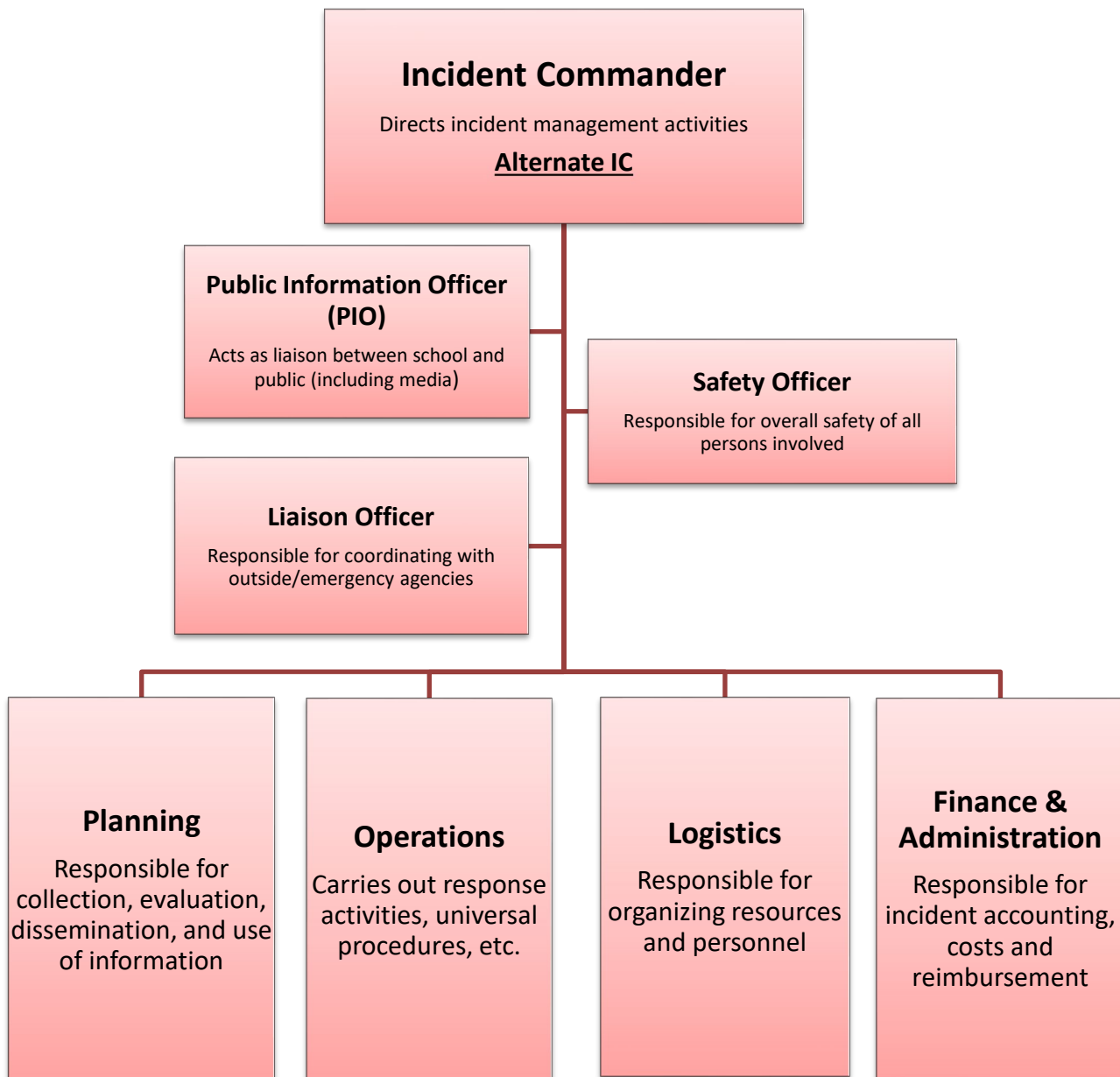
- Encourage and support school/site safety, violence prevention and incident preparedness programs within the school/site
- Participate in volunteer service projects for promoting school/site incident preparedness
- Provide the school/site with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the school/site or district

5. Direction, Control and Coordination

School/Site Incident Command System (ICS)

To provide for effective direction, control and coordination of an incident, the Building-Level Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS).

Staff members are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The school/site ICS is organized as follows:



See Appendix B: Incident Command System for a listing of individuals designated to fill the Command Staff roles.

School/site Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

A. Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/ Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

B. Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

C. Planning Section

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities

D. Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school/site and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

E. Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school/site records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

Coordination with Responders

The Building-Level Emergency Response Plan (ERP) may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school/site. The agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school/site Incident Commander to a responding agency will occur.

Source and Use of Resources

The school/site will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school/site establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

See Appendix D: Memoranda of Understanding (MOU).

6. Information Collection, Analysis and Dissemination

The school/site will collect, analyze and disseminate information during and after an incident.

Types of Information

During an incident, the school/site will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school/site will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school/site will also monitor the school/site district information portal, to determine any information pertinent or critical to the school/site's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

7. Training and Exercises

The school/site understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school/site personnel and community responders are aware of their responsibilities under the Building-Level Emergency Response Plan (ERP), the following training and exercise actions should occur.

Training

All school/site staff, students and others deemed appropriate by the school/site should receive training during the school/site year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school/site year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency.
- Annual training
 - Review ERP with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
 - Conduct student briefings on roles they perform during an emergency (if applicable)

Drills and Exercises

At a minimum, the school/site will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school/site year.
- 8 NYCRR Section 155.17 (e)(3) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

- One lockdown drill – announced (first marking period)
- Three lockdown drills – unannounced (following first announced drill)

Lockdown drills will be conducted internally to ensure that school/site staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated safe areas within each room. Where possible, the school/site should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school/site will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the

conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school/site is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill.” This will ensure that all involved recognize that this is a drill and not a real incident. Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service. This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Use this table to document training and drills associated with this ERP including exercising of this ERP and informing faculty and staff of their roles within ICS.

Type of Training/Drill	Date of Training/Drill	Agencies Involved
Building-Level Safety Team Mtg		Monroe 2-Orleans BOCES
Lockdown Drill		Monroe 2-Orleans BOCES
Readiness Check		Monroe 2-Orleans BOCES
Tabletop Drill		Monroe 2-Orleans BOCES
Fire Drill		Monroe 2-Orleans BOCES

8. Administration, Finance and Logistics

Agreements and Contracts

If school/site resources prove to be inadequate during an incident, the school/site will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school/site district and school/site officials. Copies of these agreements are located in Appendix D.

Documentation

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school/site budgets and to share these costs with the Superintendent and BOCES Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school/site operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

9. Authorities and References

The following are State and Federal authorizations upon which this School/site ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe School/sites Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school/site emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to Appendix B for the defined chain of command
- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component

FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School/Site Emergency Operations Plans.

The functional annexes within this section should provide school/sites with a comprehensive set of guides for responding to and functioning during an emergency. Each Building-Level Safety Team should assess and develop annexes to meet the unique needs of each school/site building.

Functional annexes that make up the SHELL acronym provide standard language and procedures, and are intended to be transferable to school/sites statewide and modifications are not recommended.

- Shelter-in-Place
- Hold-in-Place
- Evacuation (required per 8 NYCRR Section 155.17 (e)(2)(i))
- Lock-out
- Lock-down

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school/site comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The Building-Level Safety Improvement Team also recommends that school/sites complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

1. Shelter in Place

Objective

A shelter in place describes a course of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Procedure

- Shelter in place will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring you to shelter in place.
Please stop what you are doing and follow these instructions.
Provide specific incident instructions
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school/site building.
- If issued a two-way radio, take it with you and monitor channel one.
- If the situation is not a threat to the exterior of the building, students between classes or outside of their classroom for other reasons should be instructed to return to their class.

Additional Considerations for Shelter in Place

The Building-Level Safety Team should consider the following when reviewing the current plan or developing new policies and procedures. Add necessary actions appropriate for your response.

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to shelter in place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate annex or annexes as needed.
- Notify all concerned parties when the shelter in place is lifted.

2. Hold in Place

Objective

A hold in place may be initiated if there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires student and staff movement be limited. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Procedure

- Hold in place will be announced by intercom, public address (PA) system, or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring you to hold in place.
Please stop what you are doing and follow these instructions.
Provide specific incident instructions
- Students in hallways, bathrooms or other common areas will return to their classroom
- If the hold in place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All available staff members will assist in maintaining order and accounting for students.
- If issued a two-way radio, take it with you and monitor channel one.
- Remain in position until further instruction is given or remaining in place compromises safety.

3. Evacuation

Objective

This annex focuses on the courses of action that the school/site will execute to evacuate school/site buildings and grounds. Included are school/site policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Procedure

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a public address (PA) system or bullhorn.
- Consider using language similar to this in your announcement:
Your attention please; we need to evacuate the building.
Teachers are to take their students to their designated assembly area.
Teachers take your class roster. Take attendance when safe to do so.
- Call or designate another to immediately call 911 to give notice that the school/site has been evacuated.
- Notify appropriate district staff that an evacuation of the school/site has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate annex or annexes as needed to respond to the situation.
- Designate staff with assigned two-way radios and/or cell phones to assist in evacuation procedures.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school/site by bell system, radio transmission, public address system, designated staff, or bullhorn.

Name	Radio and/or Phone Number
Case, Heather	Radio / 617-2521
Mundt, Gail	617-2457

Evacuation – Building Only

- Determine evacuation routes based on location of the incident and type of emergency (see floor plans).
- Ensure all locations have designated secondary escape routes
 - Identify escape windows or other means of escape
 - Designate alternate routes
- Evacuate Students/Staff with special needs

- Identify disabled/wheelchair accessible routes
- Address needs of other disabilities: autism, visually-impaired, hearing-impaired, etc.
- Student/staff Self-Evacuation: in the event that students find themselves out of the supervision of faculty or staff.
 - Student/staff self-evacuate through nearest evacuation route or exit.
 - Students report to nearest assembly area and nearest teacher/staff. (If applicable)
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area.

Designated Evacuation Assembly Areas (on school/site grounds)

Building, Wing or Location	Evacuation Area
All	Grass area by canal berm

- Account for all students. Immediately report any missing or injured students to the school/site Incident Commander.
- The greeter shall take the visitor log and student sign-out sheet to evacuation assembly area.

Evacuation – Off School/Site Grounds

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school/site grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building-Level Safety Team determines appropriate off-site evacuation areas prior to an actual incident. Preplan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.
- Notify all assembly areas to evacuate to offsite location.
- Describe the method by which students and staff will get to the offsite location (walk, travel by bus, etc.)

Off-Site Location		Address	Facility Contact
PRIMARY	Educational Services Center	3599 Big Ridge Road	Front desk 352-2400
SECONDARY	WEMOCO	3589 Big Ridge Road	Front desk 352-2471
TERTIARY			

Evacuation – Outdoors

Building occupants are required to quickly evacuate the building when the fire alarm is activated or there is an announcement to evacuate. One exception to this is if the building is in emergency lockdown and then the fire alarm is activated. This has been used by threatening individuals to encourage those behind locked doors to come out. Deciding to do so is a decision each person will need to make on their own. One rule of thumb is that in such situations if smoke is smelled or fire is observed then attempting to evacuate may be necessary. In some cases a window evacuation may be an option.

Incident Commander Actions:

- Announce the need to evacuate the building.
- Provide additional information as needed.
- Arrange for the main entrance sign in log to be taken to the staging area if no Greeter is on duty at the time of the incident.
- During inclement weather decide if staff and students will evacuate to another building.
- Instructions will be given as to whether staff should walk to the evacuation location or if transportation will be forthcoming.
- Announce that the building is now clear and safe to reenter.

Staff Actions:

- If issued a two-way radio, take it with you.
- If you are in a room evacuate according to the sign located in the room unless the path takes you past an area of concern in which case use the next closest exit.
- If you are not in a room immediately exit the building at the nearest point.
- Do not first retrieve your personal belongings before evacuating.
- Staff shall be responsible for clearing the hallway, including bathrooms.
- Gather at your designated evacuation site.
- Administrators will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.
- No one will reenter the building until cleared to do so by the Superintendent or designee.

Evacuation – Another Building

This procedure is used when the occupants must leave the building they are in because of a concern for the safety of those inside. If outside conditions prevent staging there then another building will be contacted to arrange for the evacuees to be housed as long as needed.

Incident Commander Actions:

- Contact the building administrator of the building to which staff and students will be evacuating to.
- Announce the evacuation of the building to either an evacuation area or to another building as is appropriate.
- Notify evacuees of the decision to move to another location or building if and when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff and students shall first report to their evacuation area after evacuating the building for any reason. Await further instructions.
- If issued a two-way radio, take it with you.
- When instructed to do so staff and students will walk in an organized fashion to the host building and remain there until further instructions are given.
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – by Means of Bus Transportation

This procedure is used when the occupants must leave the building they are in because of a concern for the safety of those inside and outside conditions prevent occupants from safely evacuating or walking to another building.

Incident Commander Actions:

- Contact the Transportation Director and request transportation for staff.
- Announce the evacuation to either an evacuation area or to board awaiting buses.
- Notify evacuees of the decision to board buses to be sheltered or moved to another location or building if and when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff shall first report to their evacuation area or to board waiting buses, after being instructed to evacuate the building for any reason.
- If issued a two-way radio, take it with you. Further instructions will be given at that time.
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – Return to Buildings or Grounds

No students or staff shall return to school/site buildings or grounds until advised to do so by the Incident Commander or appropriate officials. In the event that emergency response services (police, fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, which will then make the decision to allow students and staff to return to the building or grounds.

4. Lockout

Objective

Lockout describes the courses of action the school/site will execute to secure school/site buildings and grounds during incidents that pose an imminent concern outside of the school/site. The primary objective of a lockout is to quickly ensure all school/site staff, students, and visitors are secured in the school/site building away from the outside danger.

Procedure

Initiate Lockout

- Lockout will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring the school/site to lockout
All outdoor activities are cancelled. Please continue regularly-scheduled indoor activities.

Execute Lockout

- All outdoor activities shall cease and be immediately moved indoors.
- As soon as all students and staff are in the building, all exterior doors shall be locked.
- Normal activity will continue within the building unless directed otherwise.
- It is not necessary to turn lights off or to close blinds unless directed.
- If issued a two-way radio, take it with you.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by administration. Activate annex or annexes as needed to respond to the situation.

5. Lockdown

Objective

Lockdown describes the courses of action school/sites will execute to secure school/site buildings and grounds during incidents that pose an immediate threat of violence in or around the school/site. The primary objective of a lockdown is to quickly ensure all school/site staff, students and visitors are secured in rooms away from immediate danger.

Lockdown is not a stand-alone defensive strategy. Executing a lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Procedure

Initiate Lockdown

- Where possible, lockdown will be announced by intercom, public address (PA) system or otherwise.
- Do not use codes, cards or colors. Lockdown must be immediate and deliberate; the announcement of a lockdown shall be as follows:
 Lockdown! Lockdown! Lockdown!
- Call 911.
- If issued a two-way radio, take it with you.
- In the event of an immediate threat to safety is recognized, such as a person armed with a gun in the hallway, any faculty or staff shall raise the alarm and initiate a lockdown.

Execute Lockdown

- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- If safe, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your area.
- Lock your door(s) and turn lights off if possible
- Have students/staff move to the designated safe area of the room and remain silent.
- Leave blinds as they are. Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively and take the following action during a lockdown:
 - Do not allow anyone, under any circumstance, to leave your secured area.
 - Do not answer or communicate through your door or classroom phone.
 - Silence cell phones and limit use to only relay pertinent information to emergency responders, (i.e., description/location of active shooter/victim injuries).
 - Do not respond to fire alarm unless actual signs of fire are observed.
 - Document and attend to any injuries to the best of your ability.
 - Take attendance and include additions and missing students' last known location.
 - Do not respond to public address (PA) system or other announcements.
- Procedures should be in place to re-direct buses in the event of a lockdown.

Lockdown will only end when you are physically released from your room or secured area by law enforcement.

6. Crime Scene Management

Objective

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school/site property as required in 8 NYCRR Section 155.17 (e)(2)(viii).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Procedure

Respond: Ensure your personal safety first, then if possible, formulate a plan and make mental notes.

Evaluate: Evaluate the severity of the situation, call 911 if appropriate. Identify involved parties. Be aware of weapons, hazards, and potential evidence. Don't touch anything unless absolutely necessary to preserve safety.

Secure: Clear away uninvolved people. Establish a perimeter that prevents people from entering the potential crime scene.

Protect: Safeguard the scene – limit and document any people entering the area. Don't use phones or bathrooms within the crime scene area. Don't eat, drink or smoke in the crime scene area.

Observe: Write down your observations as soon as is safe to do so. Record detailed information – don't rely on your memory. Notes will aid first responders upon arrival and could be utilized in court.

Notify: Call 911 if not already called or police are not on scene.

Document: Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture. Be prepared to provide your notes and information to police.

7. Communications

Objective

This annex includes communication and coordination during emergencies and disasters, both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation per 8 NYCRR Section 155.17 (e)(2)(i).

The Building-Level Emergency Response Plan (ERP) must include policies and procedures governing school/site incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school/site community and the media.

Types of Communication

Communication between School/Site and Emergency Responders

The school/site will contact and maintain communications with emergency responders during an incident. The school/site Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform and/or other means necessary described in the Building-level Emergency Response Plan (ERP) to notify the principal/designee of the school/site on status and needs. The school/site and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Communications Matrix

When a crisis happens the following procedures should be followed to ensure communication between members of the emergency response teams, administrators and all others having a role in dealing with the emergency at hand:

- Any person becoming aware of a situation which creates an immediate danger to students and staff shall notify the District Superintendent and 911 if appropriate to do so.
- The District Superintendent shall notify the assistant superintendent, coordinator of safety and security and as necessary, building principals/directors and the communications manager.
- The communications manager, in coordination with the District Superintendent, shall communicate written messages to the news media.

❖ Internal Communications

The school/site has identified a school/site person who will:

- Follow the communications policies and procedures established by the school/site.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in coordination of media communications.

Communication between School/Site Officials and Staff Members

School/site personnel will be notified when an incident occurs and will be kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve.

The following methods of communication may be utilized to disseminate information internally when appropriate:

- Text Message/E-mail System: A text message or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time. Staff will also have the opportunity to address any misinformation or rumors.
- Mass notification device such as *ConnectEd*.
- Two-way radio.
- Two-way public address (PA) system communications is provided from all school/site classrooms to the main office.

Communication between School/site Officials and Students

Communication of emergency information between school/site officials will primarily take place through the school/site's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Mobile Device Applications
- Flyers/letters

❖ External Communications

School/site officials must communicate with the larger school/site community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school/site about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

- Before an incident occurs
 - Inform parents on how to access alerts and incident information.
 - Inform parents that the school/site has developed an Emergency Response Plan (ERP), its purpose and its objectives.
NOTE: Detailed response tactics should not be shared if they will impede the safe response to an incident.
 - Information will be included, as necessary, on the district website.
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident
 - Disseminate information in various ways such as text messages, e-mails, radio announcements, website and *ConnectEd* to inform parents about what is known to have happened.
 - Implement a plan to manage phone calls and parents who arrive at the school/site.
 - Describe how the school/site and school/site district are handling the situation.

- Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school/site will resume.

Communications with Media

In the event of an incident, the school/site Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer (PIO) and/or participate in a joint information effort to:

- Establish a media staging and reception area away from the school/site and any established incident command post, evacuation site or reunification site
 - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school/site would be deemed impracticable due to the nature and severity of the incident.

Pre-designated Media Staging Areas

Media Staging Area		Address
LOW IMPACT	Educational Services Center	3599 Big Ridge Road
HIGH IMPACT	TBD by law enforcement	

- Provide regular updates to the media and school/site community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor the release of information and correct misinformation.
- Coordinate messages with the Incident Commander or PIO.
- Prepare information to be released by briefing, news release or web posting.

8. Medical and Mental Health Emergency

Objective

This annex describes the courses of action that the school/site will implement to address emergency medical and mental health counseling issues. School/sites should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the Emergency Response Plan (ERP) with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. School/sites should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

Receiving Assistance from Government Officials

By contacting 911, the system for coordinating the delivery of assistance from both the county and local agencies shall be activated.

Procedure

When a medical emergency occurs, time is critical for the person experiencing the emergency. Remember to act quickly and get medical help on the way as quickly as possible.

Incident Commander Actions:

- The principal/director or designee will activate the Building-Level Emergency Response Team if warranted.
- If an ambulance is responding, the Incident Commander or designee will assign someone to meet the ambulance crew at the entrance and escort them directly to the victim if appropriate to do so.
- The Principal/Director will initiate a Hold-In-Place if appropriate to do so.

Staff Actions

- Any staff member who discovers a medical emergency will immediately contact 911 and request an ambulance if necessary.
- The staff member will then immediately contact the principal/director or designee.
- If activated, Emergency Response Team members should retrieve an automated external defibrillator (AED) and other emergency supplies as available and respond to the situation.
- If possible, arrange for someone to stay with the person experiencing the emergency.
- If you have a two-way radio, take it with you.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures:

- Instructions on where emergency medical supplies (e.g. first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post-Incident Response Team table in Appendix C with appropriate staff.
- Procedures on sharing and reporting information about unusual situations, if warranted.
- Addressing the immediate, short, and long-term counseling needs of students, staff and families.
- Location where counseling and psychological first aid will be provided.
- A plan to have counselors available to assist students if necessary.

Add actions as needed.

9. Accounting for All Persons

Objective

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Procedure

Incident Commander Actions

- The Incident Commander (IC) or designee will assign an individual to contact each evacuation site to coordinate and prepare a master list of names and locations of those present or missing from each evacuation site.
- The assigned individual will also contact the person securing and holding the building visitor log book. Information contained in the visitor log book will aid in accurately preparing the master attendance and missing lists.

Staff Actions

- Each department head, or if no department head is present, each department head secretary shall begin to document in list form each person that is present or missing from the evacuation site, when safe to do so.
- If believed to be known the whereabouts of a missing person shall be noted on the list.
- Lists shall be continuously updated as necessary to reflect up to date information.
- Each department head, or if no department head is present, each department head secretary shall be prepared to provide list information to the Commands Posts assigned person contacting the site for such information.
- The names of any missing students, staff or visitors will be reported to the Incident Commander/Command Post as soon as possible.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures

- Taking attendance and reporting to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Reporting to the Incident Commander when a student, staff member or guest cannot be located.
- Dismissal of students if they have been relocated in the building.

Add actions as needed.

10. Reunification

Objective

The reunification annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Procedure

Designate a reunification site. Use the table below to designate primary and secondary reunification sites.

Pre-designated Reunification Site		Address	Contact
PRIMARY	Educational Services Center	3599 Big Ridge Rd	Front desk 352-2400
SECONDARY	WEMOCO	3589 Big Ridge Rd	Front desk 352-2471

Reunification will only occur after permission has been granted to do so by the law enforcement agency or fire department commanding the incident.

Incident Commander Actions

- After receiving notification from the police and/or fire department, reunification may begin. The Incident Commander will direct the implementation of the reunification process.

Staff Actions

- Set up three distinct areas close by but out of sight of each other and away from the media staging area.
 - Parent/guardian check-in area (see below)
 - Reunification area
 - Student/staff holding area
- Setup will include signage and/or barricades to protect those present and the integrity of the process.

Areas will only be established after consulting with the emergency incident commander, (police, fire or other emergency official), to make certain the areas chosen are safe.

- Parent/guardian check-in area
 - This is where parents will receive initial instructions and a preprinted and perforated form to complete.
 - Staff will confirm that the person is on the preapproved list to pick up the student.
 - The parent/guardian will be required to show photo identification to prove their identity. Anyone without a photo ID will be asked to move to another line where other methods will be used to confirm identification.
 - The runner will re-check the parent/guardian's ID and then have the parent/guardian sign the form and include the date and time of the release. Parents/guardians will be instructed to leave the area promptly after signing out their student to make room for others.
- Reunification area
 - If the student is not present and the student's location is unknown, or if the student is being medically treated or is deceased, the runner will first inform a counselor in the reunification area of the student's status.
 - The runner will then escort the parent/guardian to meet with the informed counselor in a private mental health area nearby.

- The counselor will inform the parent/guardian as needed in the private area away from other parents. The school/site psychologist or other designee will coordinate this activity with emergency response personnel.
- Student/staff holding area
 - If after a reasonable period of time a student has not been picked up by a parent/guardian staff will attempt to contact those listed on the student's incident release card. If still unsuccessful in contacting a parent/guardian, staff will solicit the assistance of the police to resolve the matter, if necessary.
 - Students 18 years of age and older and who are not injured may sign themselves out and leave on their own but this is not advisable without first having the student speak with a counselor, if the release follows a tragic event.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures.

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the special needs students who may be significantly impacted by the stress of the incident. Additional support staff may be required to support these students.
- Obtaining sign boards and preparing forms and signs in advance to direct parents to an area.
- Advising parents well in advance of the reunification process, especially as it pertains to their responsibilities such as producing photo ID when picking up a student.
- Preparing hard copies of student rosters, schedules and daily attendance to eliminate the need of computers in the event they are not available.
- Security should ensure the safety of those present as well as the integrity of the process.
- Setting a minimum number of required staff members to be available at each area to ensure adequate family assistance and student security.
- Equipping each team member supervising the students with a list of the students assigned to him or her, complete with the names of the students who were absent at the start of the school/site day as well as those who left prior to the incident.
- If evacuation to an off-site location is deemed necessary to protect student safety and to expedite reunification, all parents/guardians will be notified of the location change and provided information on accessing the site. The basic infrastructure and procedures in place for student release will still be implemented as they would be for an on-site reunification center.
- All printed materials should be translated into the languages understood by the parents of every child attending the school/site.

Add actions as necessary.

11. Continuity of Operations Plan (COOP)

Objective

This annex describes how the school/site and district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security and continuity of teaching and learning.

Procedure

The Post-Incident Response Team has developed the following procedures for dealing with post-incident response:

Short Term

The Post-Incident Response Team will include building supervisor(s) and other available staff as appropriate. The Operations & Maintenance crew will secure any parts of the building that may have incurred damage or needs to be cordoned off for a criminal investigation. Operations & Maintenance will also determine the building restoration activities. The team will review the incident and develop minutes, which will reflect areas for improvement for future events.

Long Term

The building supervisor(s) and professional staff will observe students and review with faculty any long-term stress that students or staff may exhibit. The director of Operations & Maintenance will evaluate the facilities after an incident to determine additional needs. Long-term response needs will be included by the team in annual updates to the plan.

12. Recovery

Objective

The purpose of recovery is to return to normal the learning environment and district infrastructure. Students and physical structures become the main focus. One of the main goals of recovery is to provide a caring and supportive school/site environment. Paramount is the emotional needs of the students and staff and the quick return to the business of learning. Recovery can be a lengthy process as individuals recover at their own pace.

Procedure

- The Incident Commander activates the Trauma, Illness and Grief (TIG) Team and decides if other outside agencies may be required to assist with student counseling needs.
- Conduct daily briefings with staff.
- Students/staff are monitored for emotional impact.
- Identify what follow-up interventions are needed by students and staff.
- Parents will be kept informed of efforts being made to attend to student safety as well as their emotional needs and what counseling services the district and community have to offer families.
- Plan how anniversaries of events will be commemorated.
- Conduct safety audits and determine what is in need of repair or replacement.
- Determine how to secure buildings which are not usable.
- Take photos or videos of the damage areas.

13. Security

Objective

The purpose of security is to ensure the protection of students and staff as well as district owed property. Efforts will be made to prevent unauthorized entry into the building by the use of the following methods:

Procedure

- All staff and visitors must wear ID badges at all times while on campus and at school/site-sponsored functions of-site. Visitors shall also be required to sign in upon entering a building during normal school/site hours.
- All doors are locked during the school/site instructional day.
- Limiting access for all persons to a minimum number of entrances.
- Being cognizant of strangers in the building and stopping visitors who have not properly registered or are not wearing proper ID badges or displaying a proper visitor pass.
- Providing adequate lighting in all areas.
- Controlling pedestrian traffic in buildings with doors to force visitors into main offices or to a staffed greeter station.
- Video surveillance camera systems where installed shall be used as needed for the continuance of the safety and protection of the building's occupants and its contents.
- Access control systems where installed will be used to restrict entry into buildings to those having a valid right to do so. Building administrators will assist in determining who shall have such rights at their building and to what degree the rights shall extend.

THREAT AND HAZARD-SPECIFIC ANNEXES

The threat and hazard-specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and hazard-specific annexes do not repeat content, but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School/site staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

The school/site should customize threat and hazard-specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school/site evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

1. Active Shooter Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an active shooter on school/site grounds or in the school/site building.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school/site grounds or in the school/site building.

An active shooter or armed assailant on school/site property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school/site is a crime scene and will require a thorough search and processing.

Core Functions

In the event of an active shooter, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Activating the Emergency Response Plan (ERP)

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the Emergency Response Plan (ERP) immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions such as lockdown or evacuation depending on the situation.
- Notify law enforcement; provide location and description of the shooter if possible.

- Notify school/site buses to not enter the area.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.

Staff Actions:

- Use extreme caution.
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Make appropriate notifications; provide description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

2. Bomb Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a bomb threat.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school/site buildings or grounds. 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.

Core Functions

In the event of a bomb threat, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff. Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a command post if necessary.
- Determine what procedures should be activated depending on the nature of the threat.
- Issue instructions such as shelter in place or evacuation depending on the situation.
- Notify law enforcement, provide threat details.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether school/site will be closed or remain open.
- Notify school/site buses to not enter the area.

Staff Actions:

- Implement the appropriate response procedures to keep students safe.
- Police may enlist the assistance of school/site staff who are familiar with the building and can recognize objects that do not belong or are out of place.

- Do not touch or handle any suspicious object, bag or container.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

Actions of Individual Receiving Bomb Threat:

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA.
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes.
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone.

3. Intrusion and Threat of Violence

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an intrusion or threat of violence.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an intrusion or threat of violence.

Core Functions

In the event of an intrusion or threat of violence, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an intruder in or around the building or any imminent threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiates functional annexes as are appropriate.
- Activate communications annex.
- Notify school/site buses to not enter the area.

Staff Actions:

- Determine whether the person is a legitimate visitor.
- If you are uncomfortable approaching a person be sure to immediately report the person to the Incident Commander.
- Escort all visitors to the greeter station to sign in and obtain a visitor ID.
- If a person is suspected of posing a threat do not approach and immediately contact the Incident Commander.
- Do not engage the person in a confrontation. Take steps to ensure your safety and that of any students.
- Identify the person, person's location, and note if any weapon is visible or suspected.
- Contain the situation and, if possible, remove all innocent persons.

4. Severe Weather

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of severe weather.

Scope

When a severe weather warning is received, staff may be notified to escort students to safe areas in the building.

Core Functions

In the event of severe weather, school/sites will contact emergency services agencies for their assistance as needed. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a severe weather warning will notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiates functional annexes as are appropriate.
- Activate communications annex.
- Announces to staff of an impending weather concern.
- Arranges for outside students and staff to be notified of the event and to return to the building.
- Decides if the concern is severe enough and time allows to complete an early dismissal or if sheltering inside the building or relocating to another building is the most appropriate course of action.

Staff Actions

- If issued a two way radio monitor channel one or two if you have it.
- In general move to a lower level and a less glass enclosed area.
- Avoid wide expanses of open space.
- Close any blinds to shield from glass and debris.
- Duck and cover procedures, or sheltering under desks shall be implemented if necessary.

5. Gas Leak

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a gas leak.

Scope

During a gas leak it is important to exit the building as quickly as possible. Remember to not turn on or off any electrical switches or devices. Do not exit past an area where the leak is believed to be originating.

Core Functions

In the event of a gas leak, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a gas leak should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Call 911 and notify Operations & Maintenance and Rochester Gas & Electric to report the leak.
- Initiate functional annexes as are appropriate.
- Activate Communications Annex.
- Announce the evacuation of the building away from the affected area. Do not use the fire alarm to activate evacuation if you have a bell type alarm. Make certain to state the reason for the evacuation so those inside are aware that they should not use any electrical devices. Consider using a runner(s) to announce the evacuation.
- Arrange for the main entrance sign in log to be taken to the staging area if no greeter is on duty at the time of the incident.
- Notify school/site buses to not enter the area.

Staff Actions:

- Immediately notify the Incident Commander if you believe there is a gas leak.
- Be prepared to evacuate to your designated area as soon as directed to do so.
- Do not use light switches or other electrical devices to reduce the chances of a spark.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the Incident Commander.

- The Director of Operations & Maintenance may turn off of gas to the building and assist in determining the source of the leak as well as establish a repair plan.

6. Chemical Spill

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a chemical spill.

Scope

For chemical spills inside and outside the building

Core Functions

In the event of a chemical spill, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a chemical spill should notify the Incident Commander as soon as possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify Operations & Maintenance and the Emergency Response Team and set-up a command post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Determine if the spill warrants evacuation of the building.
- Decide if the assistance of outside agencies may be required depending on the nature of the spill.
- Direct the air intake to be shut off and sealed if necessary for outside spills.
- Notify school/site buses to not enter.

Staff Actions:

- Keep students away from the spill and notify the Incident Commander immediately.
- Prepare to evacuate the building should the announcement to do so be made.
- If instructed to do so upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the command post.
- For hazardous chemical spills outside, consider sheltering students inside.

7. Fire and Explosion

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a fire or explosion.

Scope

Any staff or student who sees smoke or fire is directed to pull the fire alarm to evacuate the building per the Building-Level Evacuation Plan. The principal/director or designee shall notify 911 to insure the alarm was received.

No one shall re-enter the building until such time as the fire department has determined it is safe to reenter. The District Superintendent or designee shall be the only individuals authorized to notify staff that the building has been deemed safe to re-enter by the fire department.

Core Functions

In the event of a fire or explosion, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a fire or explosion should locate to a safe area and call 911 at once to report the incident. Upon completion of the 911 call the individual should notify the Incident Commander. Appropriate announcements shall be made and the Superintendent shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Notify school/site buses to not enter the area.
- Upon completion of the incident, notify staff that the building has been deemed safe to re-enter by the fire department.

Staff Actions:

- Upon activation of the building fire alarm system all faculty, staff and students will immediately exit the building and proceed to their predetermined evacuation area. Close the door to the room you exited.
- Do not allow anyone to first stop to pick up belongings.
- Staff shall be responsible for clearing the hallway, including bathrooms.

- If issued a two-way radio, take it with you.
- Remember to quickly but orderly move far enough away from the building so as not to cause a bottle neck for those still trying to exit the building or interfere with responding emergency vehicles.
- Upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the command post.

8. Biological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a biological threat such as anthrax or the like.

Scope

If a biological threat is received via telephone, the recipient shall record information on the telephone threat checklist if possible. If a letter or package is received which threatens a biological exposure the recipient shall follow the staff actions set forth below.

Core Functions

In the event of a biological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a biological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Calls 911 for assistance and follow the directions regarding the movement of students and staff.
- Direct the shutting off of ventilation systems to limit air movement if the threat warrants it.
- Notify school/site buses to not enter the area.
- Announce an evacuation of the building if appropriate to do so.

Staff Actions

- If the threat is a letter or package, immediately close it, cover with a box or larger envelope and avoid further contact.
- Immediately prevent persons from leaving or entering the room.
- Notify the Incident Commander.
- Avoid touching face or mucus membranes until they can thoroughly wash with soap and water.
- Reduce air movement by shutting off fans and closing windows.

9. Radiological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a radiological threat.

Scope

Procedures shall most likely be shelter in place or early dismissal.

Core Functions

In the event of a radiological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff. Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a radiological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify staff to follow procedures as advised by the county coordinator.
- Notify school/site buses to not enter the area.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the county coordinator.

10. Epidemic and Pandemic

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an epidemic or pandemic.

Scope

Subsequent to such a problem being identified and brought to the attention of the Incident Commander.

Core Functions

In the event of an epidemic or pandemic, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an epidemic or pandemic should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify the school/site doctor, and public health officials. The public health officials and the school/site doctor shall provide recommendations for the school/site to follow.
- Advise staff and students of the public health officials' and school/site doctor's recommendations to follow.
- Provide information to the media regarding what the present actions of the district are.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the public health officials' and school/site doctor's recommendations.

11. Hostage Kidnapping

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a hostage or kidnapping.

Scope

For hostage-taking and kidnapping cases. There are two primary types of abduction:

- Kidnapping: taking of a person by abduction
- Custodial interference: a relative of a child less than 16 years, who intends to hold such child permanently or for a protracted period of time and, knowing that he/ she has no legal right to do so, takes or entices such child from a lawful custodian, (i.e. school environment)

Core Functions

In the event of a hostage/custodial interference, school/sites will contact emergency services agencies for their assistance. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of Hostage/Kidnapping should notify the principal/director as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiate functional annexes as necessary.

Staff Actions:

- Immediate contact the building administrator who will call 911.
- Administrator may initiate school lockdown.
- Gather pedigree information regarding missing child.
- Try to identify any potential witnesses – This is crucial to the success of locating the child quickly and unharmed.

12. Civil Disturbance

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a civil disturbance.

Scope

For any type of civil disturbance inside or outside of school/site(s), such as riots, sit-ins, racial conflict or long altercations.

Core Functions

In the event of a civil disturbance, school/sites will notify the District Superintendent and 911 if necessary. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware a civil disturbance should notify the principal/director as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiate school lockdown if necessary.
- Follow up with the District Superintendent and the coordinator of safety and security, the police and community leaders and other appropriate parties for opening school the next day.
- Update staff before school begins.
- Consider calling in counselors to be available the next day.
- Initiates functional annexes as are appropriate

Staff Actions:

- Keep the command post advised of any additional information
- Gather information as to what is taking place, number of people involved and intentions of the group..
- Move away from the areas where the confrontations may occur.

13. Bus Accident

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect from further injury students/staff and school property as well as procedures to follow in the event of a bus accident.

Scope

Bus drivers shall contact the transportation supervisor who will notify the transportation director. The director will advise.

Core Functions

In the event of a bus accident schools will contact emergency services agencies for their assistance.

Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to further injury. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place (on bus)
- Evacuation (from bus)
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a bus accident shall notify the principal/director as soon as possible. Appropriate notifications shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify the building administrator.
- Assign a designee to respond to the hospital if students need to be transported there.
- Provide information to the media regarding the plan implemented by Monroe 2-Orleans BOCES.
This will usually be done in conjunction with the home district or may be done by the home district.

Staff Actions:

- The driver, if possible, will immediately notify the transportation supervisor.
- The driver will ensure the students are in no further danger.
- The driver will request assistance from fire, ambulance and police as is appropriate.
- The driver will initiate the Accident Report Procedure with the first priority being to establishing a list of names of students on the bus.
- The transportation supervisor will notify the Incident Commander.
- Building Administrators after being notified will notify parents of children who were injured or shall be late arriving home.
- Parents will be encouraged to not respond to the scene of the accident.

APPENDICES

The appendices are included for the purpose of documenting vital information necessary for emergency response. These tables should be completed with the requested information or a suitable replacement inserted in their place. This information should be continually updated to avoid confusion and delay during emergency response.

Appendix A – Communications

The following tables should be completed with the requested information. Expand tables to include all information as needed.

Building – Administrative Staff

Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
Mundt, Gail	Special Education Supervisor	313-8867	617-2457	YES	NO

Building – Faculty

Room	Name	Grade	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
20	Case, Heather	12+	617-2521	506-7563	YES	YES
20	Jewell, Jim	12+	329-9625	617-2523	YES	YES
16	De Mattia, Theresa	12+	617-2522	617-2522	YES	NO

Building – Support Staff

Room	Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
18	Irish, Linda	Para Professional	617-2522	690-4654	No	YES
16	Gage, Charlotte	Para Professional	617-2523		No	NO

District Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Comanzo, Douglas	Coord. Of Safety & Sec.	851-9283	352-2777	NO
Sleight, Travis	Director of O&M	406-0162	352-2655	NO
Security on Duty	Safety & Security	305-8890		NO

Transportation Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Pease, Heather	Transportation	617-2720		

External Contact Information (Non-Emergency)

Agency	Contact Person	Primary Contact	Alternate Contact	Safety Team Member
State Police	Major Brian J. Ratajczak	911	398-4100	NO
MC Sheriff's Office	Captain Pat Rojas	911	753-4470	NO
Ogden Police	Chief Travis Gray	911	617-6131	NO
Fire Department	Chief Tom Clark	911	303-1460	NO
State Edu. Dept.	Rosanne Groff	518-474-3906		NO

Appendix B – Incident Command System (ICS)

The following tables include name and contact information of command staff and locations of command posts.

Incident Commander

	Name	Title/Department	Contact
PRIMARY	Mundt, Gail	Special Education Supervisor	617-2457
SECONDARY	Case, Heather	Teacher	617-2521
TERTIARY	Jewell, Jim	School Social Worker	617-2523

Safety Officer

	Name	Title/Department	Contact
PRIMARY	Case, Heather	Teacher	617-2521
SECONDARY	Theresa De Mattia	Teacher	617-2522
TERTIARY			

Liaison Officer

	Name	Title/Department	Contact
PRIMARY	Jewell, Jim	School Social Worker	617-2523
SECONDARY			
TERTIARY			

Public Information Officer

	Name	Title/Department	Contact
PRIMARY	Dawe, Stephen	Communications Manager	355-5967
SECONDARY			
TERTIARY			

Command Posts

	Interior	Exterior
PRIMARY	Conference Room	Parking lot
SECONDARY		Educational Services Center
TERTIARY		WEMOCO

Appendix C – Emergency Response Teams

8 NYCRR Section 155.17 (e)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. The following tables are provided for the documentation of those teams your school/sites ERT and PRT, please add additional tables if other response teams are utilized.

Emergency Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Case, Heather	Teacher	617-2521	
Jewell, Jim	School Social Worker	617-2523	
Mundt, Gail	Special Education Supervisor	617-2439	435-2677
De Mattia, Theresa	Teacher	617-2522	

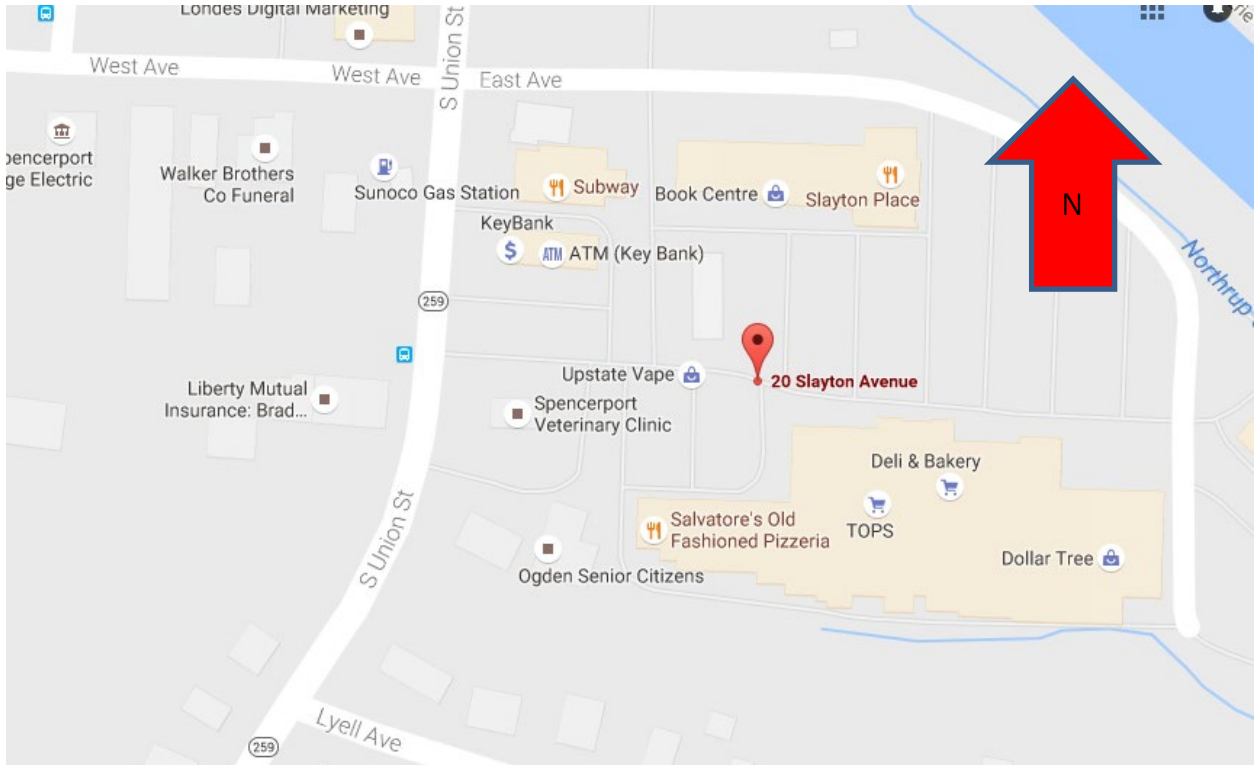
Post-Incident Response Team

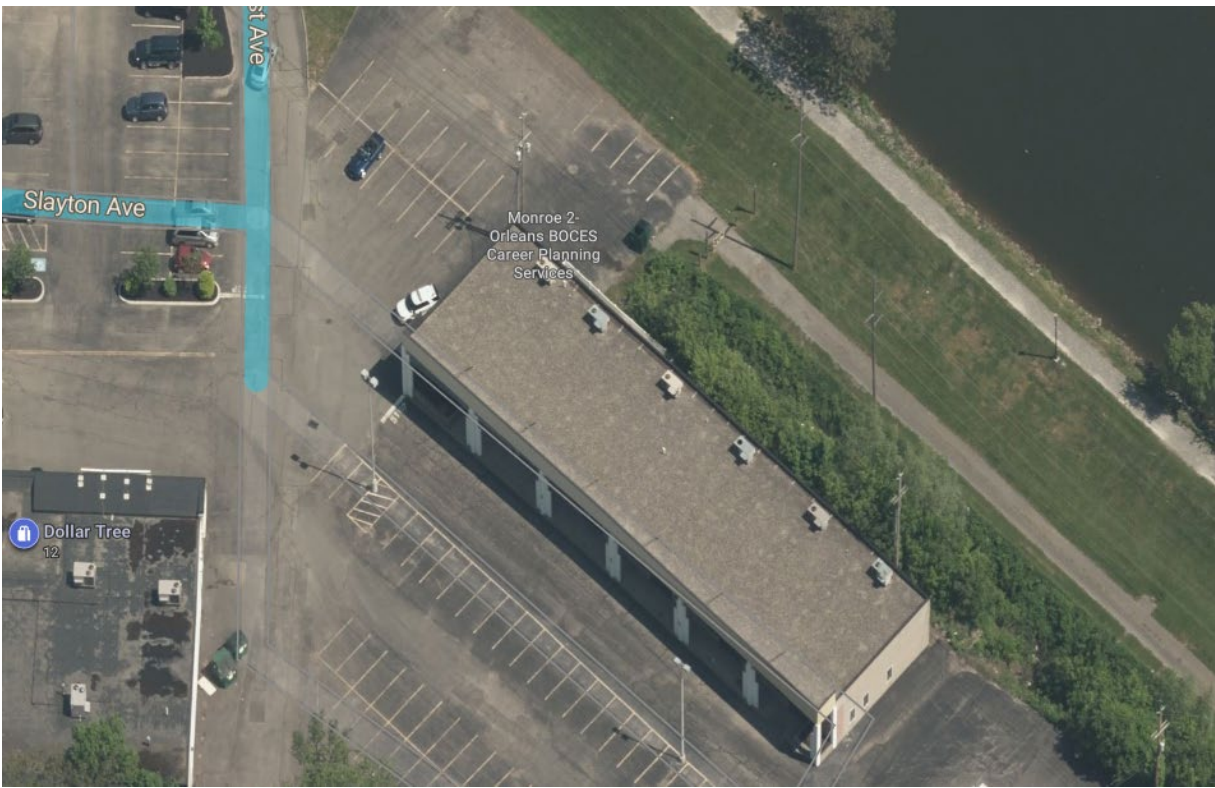
Name	Title or Department	Primary Contact	Alternate Contact
Case, Heather	Teacher	617-2521	
Jewell, Jim	School Social Worker	617-2523	
Mundt, Gail	Special Education Supervisor	617-2457	
De Mattia, Theresa	Teacher	617-2522	

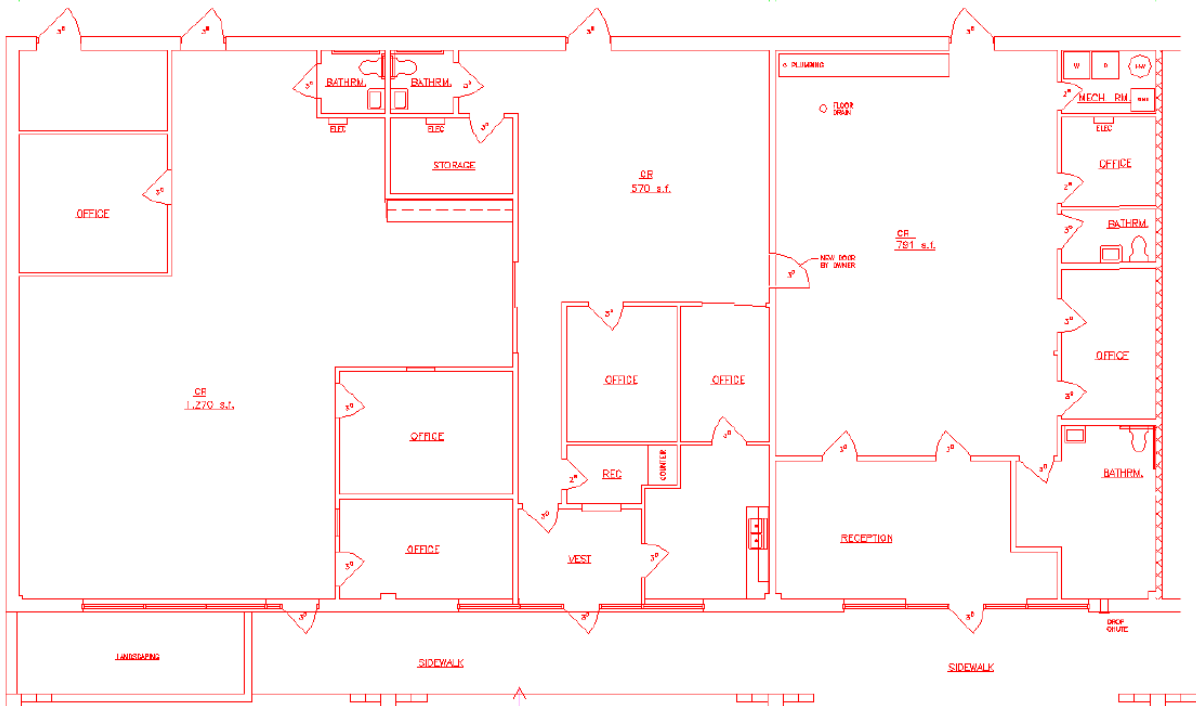
Appendix D – Memoranda of Understanding (MOU)

Appendix F – Building/Grounds and Local Road Maps

8 NYCRR 155.17 (e)(2)(iii) Procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school/site interior, school/site grounds and road maps of the immediate surrounding area.







VILLAGE PLAZA 16-18-20 SLAYTON AVE.

Appendix H – Mental Health

Symptoms of mental health disorders vary depending on the type and severity of the condition. Many times changes and concerns can be addressed simply by contacting the family and asking that they follow up with a health care provider. At times, however, symptoms may be more severe and pose a mental health emergency. Possible signs that someone is having a mental health emergency are as follows:

- Confused thinking or change in typical style of interacting
- Increased anger and/or mood swings
- High emotionality and/or inability to cope in the moment
- Behaving recklessly in a manner that poses a risk to self or others
- Expressing feelings of worthlessness or hopelessness
- Making statements or gestures indicating that s/he wishes to harm self or die
- Making statements or gestures threatening to harm others
- Questionable influence of drug or alcohol use affecting current behavior

If a person is demonstrating any of the aforementioned signs of a mental health emergency, they should be taken seriously and immediate action should be taken. The program supervisor should be notified and a Risk Threat Assessment Plan may be activated.

Possible actions include:

- Call Security/911 if an immediate threat to student/staff safety is present.
- Arrest and/or mental hygiene arrest may be warranted.
- Isolate individual as much as possible and maintain supervision at all times
- Contact parent/guardian for student removal with recommendation to seek assessment and treatment, either through pediatrician, community-based mental health provider, mobile crisis team, and/or visit to emergency room if suicidal ideation or safety concern is present.
NOTE: Parent or guardian must be contacted in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide
- If student can be maintained on school grounds, consider contacting Mobile Crisis team (via Lifeline at (585) 275-5151).
NOTE: Family is charged a co-pay/fee when this is used on behalf of a student.

Appendix I – Violence Prevention

You can increase your ability to recognize early warning signs by establishing close, caring, and supportive relationships with students so that you know them well enough to note changes in their behavior patterns. Be aware that one of these signs alone may not be an indicator but one sign may lead you to look for more signs. Try to understand violence and aggression within context (culture/family background) avoid stereotypes, view warning signs within a developmental context, and understand that a child may typically exhibit multiple signs.

Early Warning Signs for Students at Risk:

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Having been a victim of violence
- Feelings of being picked on and persecuted
- Low interest in school/poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Impulsive or chronic hitting, intimidating, and bullying
- History of discipline problems
- Past history of violent/aggressive behavior and/or violence toward peers
- Intolerance for differences/prejudices
- Drug and/or alcohol use
- Caregivers have a history of drugs/alcohol involvement
- Peer group reinforces antisocial behaviors
- Learned attitudes accepting aggressive behavior as normal and effective in solving problems
- High level of violence in the home, neighborhood, or media
- Poor attendance and numerous school suspensions
- Affiliation with gangs
- Difficulty with social skills and poor peer relations
- Easily influenced by others/tendency to copycat
- History of parental rejection, inconsistent discipline and lack of supervision
- Difficulty controlling impulses and emotions
- Inappropriate access to, possession of, and use of firearms
- Serious threats of violence
- Poor personal hygiene
- Cruelty to animals
- Setting of fires
- Lack of remorse or empathy others

Imminent Warning Signs:

- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage for minor reasons
- Detailed threats of lethal violence

- Possession and/use of firearms and other weapons
- Self-injurious behaviors or suicide threats/expressions of hopelessness
- Irrational beliefs and ideas
- Verbal, non-verbal, or written threats or intimidation
- Fascination with weaponry/bombs and/or violent acts
- Expression of plan to hurt self or others
- Externalization of blame
- Unreciprocated romantic obsession
- Fear reaction among fellow students or faculty
- Drastic changes in belief systems
- New or increased stress at home or school
- Inability to take criticism
- Feelings of being victimized
- Intoxication from alcohol or drugs
- Violence toward inanimate objects
- Steals or sabotages projects or equipment
- Lack of concern for the safety of others

If you suspect that one of your students is exhibiting signs or is at risk of violence, contact your supervisor immediately.

Monroe 2-Orleans BOCES has a Threat Assessment Plan in place that can be activated to address related issues.

Appendix J – Bomb Threat Data Sheet

Date: _____

Time: _____

Your name: _____

Position: _____

Phone: _____

Exact wording of the threat:

Questions to ask:

1. When is the bomb going to explode?

2. Where is the bomb 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? Why?

7. What is your name and address?

Threat Information:

Gender of caller: _____

Race of caller: _____

Age of caller: _____

Length of call: _____

Number at which threat call was received:

Number from which threat call was made:

Threat Language:

____ Electronic ____ Foul language
____ Incoherent ____ Irrational
____ Taped ____ Well-spoken
____ Other _____

Caller's voice:

____ Accent (type): _____
____ Angry ____ Calm
____ Crying ____ Deep-breathing
____ Disguised ____ Excited
____ High-pitched ____ Intoxicated
____ Loud ____ Low-pitched
____ Nasal ____ Slow
____ Soft/whisper ____ Stutter
____ Other _____

Background noises:

____ Animal(s) ____ Airplanes
____ Cell phone ____ Factory noises
____ House noises ____ Music
____ Static ____ Traffic
____ Voices (describe) _____



Monroe 2-Orleans BOCES

PANDEMIC PLAN

**Updated
June 2, 2020**

Defining the Plan

According to the World Health Organization (WHO) pandemic is a world wide spread of a new disease. (Feb 2020 WHO website)

Influenza pandemic occurs when a new influenza virus emerges and spreads around the world. Most people have no immunity.

The Purpose of the Guide

The purpose of this document is to assist in managing the impact of an influenza, pandemic or other Department of Health reportable illness, if one should transpire, that affects the BOCES 2. This document focuses on two main strategies which include:

- Sustaining educational functions.
- Reducing the spread of the illness within school facilities.

This guide provides procedures to address:

- Communication to schools from external sources regarding a pandemic illness and internal communications within the school.
- Activities to reduce the spread of the illness:
 - Reducing the risk of infected persons entering BOCES 2 Schools, including: students, staff and all visitors.
 - Student spacing – reducing person-to person interactions.
 - Social distancing – reducing or postponing school events or activities.
 - Cleaning and disinfecting school facilities.
 - Educating parents/students/staff to address potential concerns.
 - Address those students/employees that may become ill while at school as well as those who may have been exposed to a virus.

Prevention

- Disseminating information regarding:
 - Prevention strategies.
 - Other public health guidance provided by governmental agencies.

- Maintaining School Functions:
 - Identify essential staff and school functions.
 - Plan for absenteeism of students and/or staff members.
 - Communicate to parents/guardians/students/staff.
 - Education for employees/students/parents/guardians regarding the pandemic.

The District-Wide Health & Safety Committee

Management of Operations

- The District-Wide Health & Safety Committee and District Superintendent/designee, including Nursing Department Chairperson/designee and Occupational Health Nurse will be responsible for the pandemic plan.

- The Communications Manager will be responsible for communications as directed by the District-Wide Health & Safety Committee.

- If necessary, the District-Wide Health & Safety Committee will be assembled. This team will be responsible for the implementation of the pandemic plan.

- If necessary, the District Superintendent/designee may initiate an Incident Command Center at the ESC Building to manage the pandemic plan. The command center will collaborate with the BOCES 2 Physician, the Monroe County Health Department, Component Districts and other local, county and state agencies.

- Planning by the District-Wide Health & Safety Committee will include input from the BOCES 2 Physician and the Nursing Department Chair/designee, Occupational Health Nurse, teachers, administration, parent representatives and other members of the community as appropriate.

- The District-Wide Health & Safety Committee will review the local emergency response and public health plans. The review of the District's communicable disease policies and procedures will be completed by the Chief Emergency Officer, BOCES 2 Physician and the BOCES 2 Nursing Department Chair/designee and Occupational Health Nurse.

- The necessary Personal Protective Equipment (PPE) will be provided, as available and used as directed by the Monroe County Health Department, CDC, NYSDOH Our communicable disease regulations refers to guidance from NYSDOH & local Health Department.
- All staff absences will be monitored by individual building administration. Any spikes or excessive absences will compiled and sent to the Director of Human Resources.
- The Nursing Department Chair/designee will be responsible for reporting Upper Respiratory Illness (URI) student absences to the District Superintendent's Cabinet.
- Upon notification to the District Superintendent/designee by the Monroe County Public Health Department that a pandemic is occurring, the District-Wide Health & Safety Committee will:
 - * Set up prominent notices at all facility entry points advising students and visitors, not to enter if they have Upper Respiratory Illness (URI) like symptoms or other identified criteria.
 - * Educate employees, students, parents and visitors on how to stop the spread of the virus by disseminating the appropriate information to each school. The information will then be placed in conspicuous places (including entrances, bulletin boards, meeting rooms and restrooms). Notices should contain hygiene information regarding hand washing, cough and sneeze etiquette and student spacing.
 - * The district website will be used for periodic health updates and advisories. Connect Ed will be used as warranted to process rapid notifications to staff and families in the community.
 - * The Monroe 2 BOCES Director of Operations & Maintenance, in cooperation with the Nursing Department will take measures to ensure the presence of PPE & hygiene related supplies, for employee and student use and OSHA approved cleaning supplies for employee use.
 - * Decisions on how and when to operate the school system with a significant shortage of staff and students will be made by the District Superintendent/designee. Such a decision will be made in conjunction with the Monroe County Health Department, the NYS DOH, Centers for Disease Control, the Component School Districts and the Monroe 2 BOCES Nursing Department Chair/designee when appropriate. These decisions may also consider alternatives such as staggered school times, changes to busing and telecommunications. Criteria for implementing containment measures, such as but not limited to

cancelling of events and other mass gatherings, will be determined by the District Superintendent/designee in collaboration with local, State, and Federal guidelines.

- * Procedures to assure continuity of instruction will depend on the variables of the pandemic event. Alternative methods of instruction may include web-casts, e-mail, television or radio broadcasts or other alternative methods. In some cases, a decision may require prolonged school closure and complete postponement of instruction until a later date, such as during previously scheduled vacations. Each BOCES 2 instruction site has formulated continuity of instructions plans to be included in each of the sites Emergency Response Plans (ERP).

Communication for Schools

- * Monroe 2 BOCES has aligned its pandemic plan with the Monroe County Health Department, as well as the Federal and New York State Department of Health and Human Services and the Centers for Disease Control. Pandemic guidance will be consistent with these agencies' recommendations in order to coordinate an appropriate response and to avoid causing unnecessary concern.
Key features include: Working closely with the Monroe County Health Department and establishing communications mechanisms among BOCES 2 School Personnel, Component School Districts and with the community at large.
- * The primary communication channel will be the Monroe County Public Health Website located at <http://www.monroecounty.gov/health-index.php>. Specific information for schools will also be made available both through the aforementioned website and through the Monroe 2-Orleans BOCES Website.
- * The District Superintendent/designee and/or Communication Group Manager will act as spokesperson(s) for the district. Communication channels will be used according to the nuances of the pandemic which may include: website information, school and district newsletters, e-mail and the district's automated telephone message system (Blackboard Connect). All staff will be advised to refer outside media inquiries directly to central office. Scripts for building office staff, nursing, and teaching staff will be provided when appropriate for a consistent message to be given out to everyone.
- * Communications to employees will be placed in each individual school

emergency plan. The Building Administrators will advise the employees in advance where to find up-to-date and reliable information about pandemics. While efforts will be made to inform staff in a timely fashion of all new developments, during actual outbreaks and especially during high district level problem-solving that may take time, minor communication delays may occur. Building Administrators will remind staff that they should only regard official district communications as valid and that patience by all may be required and will be appreciated.

- * Upon authorization of the District Superintendent/designee, communications will be made via the district's automated telephone message system, e-mail, and/or the Monroe 2-Orleans BOCES website, www.monroe2boces.org.
- * The Communications Manager will provide links to the Monroe County Health Department website, the Federal and the New York State Department of Health and Human Services, and the Center for Disease Control that will be disseminated via e-mail and/or the BOCES 2 website www.monroe2boces.org.
- * The Nursing Department Chair/designee and Occupational Health Nurse, in cooperation with the Communications Manager, will provide educational communications regarding best health care practices and community resources related to specific pandemic.
- * The District Superintendent/designee will provide communications regarding school policies for employee's compensation and sick leave absences, mandatory exclusions, and enforcement that may be unique to a pandemic.

Reducing the Spread of Illness

- * The dissemination of information pertaining to the district's Pandemic Preparedness and response plan will be made available on the BOCES 2 website.
- * The district will have rapid and accurate communications. Communications will strive to reduce panic and address the potential for fear and anxiety that the students and/or families may have as a result of rumors or misinformation.
- * To the greatest extent possible, the BOCES 2 will disseminate

information for parents about the potential impact of a pandemic on school functioning. Families will be advised at the start of each school year to have a family emergency plan in place for childcare and intra-family communication in the event of prolonged school closure, as well as to keep the district accurately informed of all emergency contacts as they may change over the year.

- * To the greatest extent possible, the district communications will be culturally and linguistically appropriate to meet the needs of all students/families.
- * The Nursing Department Chair/designee will compile a list of medically fragile students. In the event that the illness spreads, these families will receive verbal and/or written notification.

Student Spacing (social distancing)

Student spacing refers to use of physical distance among students and exposure time among individuals to reduce the spread of illness between people. In the event of a pandemic, BOCES 2 will distribute education and guidance on student spacing to all staff, students and parents according to CDS Guidelines.

Where possible, please consider the following student spacing strategies:

- Spacing student's desks / work surfaces
- Limiting group activities and interaction between classes.
- Creating an isolation room adjacent to, or in close proximity of the health office to maintain symptomatic students, while awaiting transportation home.

School Cleaning

- * Frequent and routine cleaning will remain a best practice. BOCES 2 will follow the local, state, and federal guidelines for cleaning practices during a pandemic outbreak. Specialized cleaning solutions may not be necessary. Therefore, standard cleaning products and soap and water may be adequate to disinfect most surfaces. OSHA approved products will be used according to manufacturer's instructions to ensure adequate amounts of appropriate drying periods are followed.
- * Appropriate ventilation, such as opening windows, to the facility will be used to ensure a clean learning atmosphere.

- * The Director of Operations & Maintenance will establish a schedule for cleaning and changing filters of the heating/air conditioning systems. This should occur more frequently during a pandemic.
- * To the greatest extent possible, staff will be advised not to share telephones. If it is essential that they are shared, they should be disinfected and use approved cleaning solutions always maintaining good hand hygiene.
- * Details regarding cleaning solutions can be found located on the fact sheets at the Monroe County Department of Health Website.

Educating Students/Staff/Parents to Inform and Address Concerns

It is likely there will be anxiety regarding the pandemic influenza, and this may contribute to increased absenteeism and/or increased distress to students, parents and staff. Suggested methods to address this include:

- * Educating those involved in the BOCES 2 preparedness and ongoing management efforts.
- * Provide timely updates to students, parents, teachers and other relevant parties.
- * During a pandemic, continue to educate staff, students and parents regarding the progress of the pandemic, its avoidance, and its effects.
- * As needed, work with local resources and local public health officials to assure support mechanisms are readily available. (For example: counselors, mental health, social services and faith based resources.)

Managing Illness in Staff, Students or Visitors

- * The Building Administrators, based on central office guidance, will post information on what to do if people get sick while at school.
- * BOCES 2 Administration, in conjunction with the Communications Manager, will inform staff and students regarding symptoms of the illness.
- * The BOCES 2 Physician in collaboration with the Nursing Department Chairperson/designee & Occupational Health Nurse will review and approve BOCES 2 Infection & Exposure Control Manual for managing suspected or confirmed illness, including identification criteria, infection control, personal protective devices, and exclusion criteria.

- * If a student becomes ill or if someone observes that another person is exhibiting symptoms of URI at school, staff will direct the student to the health office for evaluation and when indicated by the school nurse, ensure that the ill person leaves the school as soon as possible, and does not return until the exclusion period has been lifted. Ill students should wear a mask, as tolerated and wait in the isolation room until dismissed or picked up from school.
- * To the greatest extent possible, the transportation of ill students will be done by a parent and/or guardian. If the student is transported by a bus, a mask should be worn by the effected student, as tolerated.
- * Parents of ill students will be directed to seek medical care. The BOCES 2 Physician and/or School Nurse Practitioner will advise nursing staff on complicated cases, following the recommendations of the Local County Health Department.
- * Staff that become ill while at work will, immediately don a mask and proceed with self-isolation. They will contact their supervisor and they will leave their worksite as soon as possible.
- * Parents and/or students, as well as staff members, will adhere to guidelines set forth by the Monroe County Health Department regarding standard baselines for staying home and when they may return to school. Supervisors and Building Administrators working in cooperation with teaching and nursing staff will enforce mandatory exclusions.
- * The Nursing Department Chair/designee will report early dismissal and/or absence to NYSDOH, local DOH, and/or designated reported entity, on a daily basis as requested.

Continuity of Operations

The BOCES 2 Business Continuity Plan will be utilized should it be required during a pandemic.

Required Personnel

- * All district-level administrators – to assist with communication, work with other agencies and plan accordingly.

- * All Building Administrators – to assist with communication, building guidance and enforcement, and planning with district level administration.
- * Secretarial staff – to assist in carrying out the plan of action as directed by the district office and building administrator.
- * All Operations & Maintenance staff members – to ensure a safe, clean environment.
- * All nursing staff members – to assist in planning and promoting safe and healthy environments; to identify and manage staff and student illness; to assess, stabilize, and triage individuals with URI, and to assist the Building Administrators in enforcement of mandatory exclusions.
- * All budgetary and payroll issues that arise due to a pandemic will be addressed according to state and federal law, school district policy and the idiosyncrasies of the pandemic.

Alternative Education Methods

Monroe 2 BOCES reserves the right to educate children based on the details of the pandemic.

Alternative modes of education may be delivered by: web-based learning, e-mail, television/radio broadcasts and/or U.S. Postal Service. Alternatively, postponement of instruction with make-up sessions over previously planned vacations may be required based on local, state and federal guidance, as well as the feasibility of extended out-of-school instruction.

School Pandemic Maintenance

- * The District Pandemic Plan will be reviewed and revised annually by the District-Wide Health & Safety Committee
- * The plan will be tested periodically. Relevant agencies, such as the Monroe County Health Department, may be involved in the test.

Appendices

1. Instructional

- Career Technical Education (CTE)
- Westside Academy
- Exceptional Children
 - Exceptional Children Learning Center / ADL House
 - Ridgecrest Academy
 - Exceptional Children Westview
 - Village Plaza
 - Paul Road Transition
- Center for Workplace Development (CWD)

2. BOCES 4 Science

3. Business

4. HR

5. CaTS

6. Communications

7. Operations and Maintenance

Instructional

Career Technical Education- CTE

CTE Emergency Response Plan Annex

Pandemic Plan

Stage: Preparations before confirmed case/LEVEL 1 (*Actively Monitoring-No Cases locally*)

- Staff reminded to go home/stay home if sick
- Staff and students encouraged to use good infection control practices, proper hand washing live demonstrations by CNA students and staff, proper hand washing video shared across department
- Education about proper use of masks
- Reviewed O&M cleaning and disinfecting practices and schedule for improved collaboration
- Hand sanitizer and disinfecting wipes made available across the department
- Isolation room identified (Main Conference Room)
- Staff asked to consider social distances if/when appropriate or possible without causing unnecessary concern
- Lists compiled of all upcoming events/activities beyond classroom instruction
- Events/activities reviewed on a case-by-case basis
- Staff encouraged to consider creative WBL activities as alternatives to external activities
- Staff encouraged to review instructional technology options and consider expanded use (Schoology, Remind App, P drive), implementation support offered by Instructional Specialists and colleagues with extensive experience using the technology
- Staff asked to expand sub plans and collaborate with colleagues so student cohorts can be merged if necessary
- Staff encouraged to review curriculum maps and consider units/lessons requiring less lab/application in case on-line learning is necessary
- Staff surveyed to determine computer and internet access at home, laptops prepared and sent home on Friday with staff lacking technology at home
- Staff advised to know passwords and confirm access to resources for use at home, email with Technology Tips shared across department
- Staff asked to review steps necessary to close classrooms for extended periods of time and communicate concerns with administration
- Attendance secretaries (student and staff) asked to alert administration to increased absences or clusters
- Office staff asked to review daily and weekly tasks and confirm that a colleague is cross-trained on all necessary tasks
- Staff advised to update contact information with HR for communication purposes (especially if they did not receive notification about the recent snow day)
- Staff encouraged to process direct deposit request

- Communication with families who opted out of hand sanitizer use at start of school year to confirm desire to continue opt out
- Agency-wide communication to families

Stage: Strategies for single or minimal confirmed case(s)/ LEVEL 2 (*Containment-Cases identified locally*)

- Level 1 practices continue
- WBL activities in large healthcare facilities cancelled
- Classrooms in healthcare facilities/public facilities relocated to main campus
- WBL group activities (field trips, competitions) cancelled for a 2 week window
- Planned events with large numbers expected (Craft and Vendor Show, ProStart Competition) cancelled for a 2 week window
- Remaining WBL considered on a case by case basis
- If one or a few students are impacted, we will use our existing process for Long Term Suspended and/or Medically Absent students. Work will be provided through electronic means and/or courier where necessary

Stage: Outbreak in school/high number of students and staff affected/LEVEL 3 (*Mitigation-Confirmed Cases among students/staff*)

- Level 1 and Level 2 practices continue
- Merge classrooms/cohorts if necessary
- Review remaining WBL activities, events reviewed and cancelled as necessary
- Modified instruction available through instructional technology and/or distance instruction
- Hard copy units/lessons provided to students without necessary technology at home

Westside Academy

Westside Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers are all prepared with distance learning and online resources to teach, including using Zoom
- All students have emails and logins for all instructional materials
- Students have given / shared with us, through a form, their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Counselors and Related Service are prepared to communicate with all students if there is an outbreak through Zoom and Phone calls
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Ensure students have appropriate vaccination.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, we will use conference room #15 from the nurse's office as a potential place of isolation, until their parents are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-entered.
- Determine process for re-opening schools or reconvening students • Follow policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Westview

Westview Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room across from the nurses office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.

- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Ridgecrest Academy

Ridgecrest Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse will give a hand washing training to all 8:1:2 and 6:1:2 students. Students in 6:1:1 classrooms will watch a video on proper hand washing during Science class.
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Reconfigure seating in classrooms to insure optimal spacing.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers will extend how far their sub plans go out in case they become ill and are out of the building for an extended period of time.
- Encourage any staff that hasn't to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Review policies and practices related to handling animals in school or on field trips.
- Ensure students are appropriately vaccinated.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms we will use the sensory regulation room as a potential place of isolation, until their parents are able to pick them up from school or we are able to send them home in a car service.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24 hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with LDOH/DOH when a case or cases are known so that close contacts and sources can be identified. You can expect to help LDOH/DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)

- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re
- Determine process for re-opening schools or reconvening students • Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Paul Road Transition

Paul Road Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the student calm room across from a the nurses office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Rochester Tech Park

Rochester Tech Park Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room (next to Shannon Alvarado's office) and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Village Plaza

Village Plaza Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the staff break room across from a restroom and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Center for Workplace Development- CWD

CWD Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Post information related to preventative measures throughout CWD.
- Encourage students and staff to engage in effective preventative practices.
- Reinforce routine cleaning and sanitation practices.
- Develop response plan for +600hr job training programs (Dental Assistant, Medical Office Assistant, HVAC/R)

****COVID-19 SPECIFIC PLAN****

- Program suspension approved (3/12/20) by COE, NYSED, and USDOE
 - Length of suspension defined organizationally through Monroe 2-Orleans BOCES.
- Financial Aid calculations will need to be re-run with appropriate dates and other considerations as outlined by USDOE.
- Notify COE Advisory Boards of program changes and any business partner who may be anticipating internship starts.
- Notify COE and NYSED of program disruption and projected re-start date.
- Consider restructuring specific job training program calendars to prepare for outbreak (i.e. Nurse Assistant, Phlebotomy)
- Ensure instructors have current contact information for students.
- Send email to staff regarding checking voicemails from home.

Single Case (What are we doing when there is a confirmed case)

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Advise staff and students that are sick to stay home from work/class.
- Create a revised attendance policy in event of outbreak
- Increase social distances within classroom and office settings.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean all CWD offices and classrooms
- Determine who the staff/student was in direct contact with since symptoms were observed.
 - Begin conducting active screenings for illness in office.
- If single case occurs at RTP, coordinate with CTE partners to explore relocation options.
- Consider cancelling Literacy and ESOL courses until further notice.

Outbreak in School

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Adopt revised attendance policy.
- Suspend all Literacy, ESOL, Nurse Assistant, and Phlebotomy and Continuing Education programs until further notice.

- Suspend all non-essential programming and consider executing essential functions remotely.
 - General email accounts monitored by Linda Rice and Nicole Carpenter.
 - Main phone line message posted indicating closing and direct caller to CWD website for current information.
- Adopt response plan for +600 hour job training programs – Outlined in Preparation Stage.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean CWD Offices.
- Monitor main phone line messages, and inquiry emails submitted through CWD website.

Epidemic (What are we doing when many students and staff are infected)

- Follow all guidelines communicated through Monroe 2-Orleans BOCES,
- Follow all protocols outlined during Outbreak
- Develop re-entry plan
 - Cleaning protocol
 - Communication plan to students/staff

Critical Considerations:

Essential Function	Person Responsible	Technology Needs
Financial Aid	Mike DiPasquale	BOCES laptop / VPN
Payroll	Nicole Carpenter	BOCES laptop
Attendance (Only for Distance Learning)	Nicole Carpenter	BOCES laptop / XenDirect
Monitor main phone line / 1 st level response to website inquiries	Angela Capobianco (Nicole Carpenter/Linda Rice)	None

- Kryterion Testing needs to be postponed following guidelines listed above.
- Prometric Testing – Is any scheduled in the next 2-4 months?
- Program reporting – What State/Federal reports are coming due in the next 2-4 months?
- IPEDS
- CTEDS
- Consider mail delivery – Do we have Post Office hold mail? Do we have it redirected to ESC/CTE? Do we utilize essential personnel to handle incoming mail?

BOCES 4 Science

BOCES 4 Science Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Cleanliness: Personnel are reminded to:
- Wash hands regularly and for at least 20 seconds with warm water
- Use Monroe 2-Orleans BOCES provided hand sanitizer – particularly when transitioning between various tasks or when in common area (i.e. breaking down ESP kits)
- Clean personal work areas with Monroe 2-Orleans BOCES approved cleaning supplies (wipes, etc...) multiple times throughout the day in addition to regular and “deep” cleaning conducted by O & M personnel. Note: O & M will provide cleaning supplies approved for use at Monroe 2-Orleans BOCES.
- Increase social distances – including at workspaces and during breaks
- Stay home when sick – particularly when exhibiting symptoms consistent with COVID-19

Communication:

- Regular updates through weekly meetings at BOCES 4 Science, the Monroe 2-Orleans BOCES website, email, hard copy documentation, or other methods as appropriate
- Multiple posters are posted at entrances and throughout the building with information regarding COVID-19 and preventative measures
- Education regarding cough/sneeze etiquette
- Review of practices related to live materials at BOCES 4 Science
- Opportunities to meet with the BOCES 4 Science Director or Assistant Director to ask questions or clarify released information

Confirmed Cases (Single Case, Outbreak in School, Epidemic):

- Instructional: Professional Learning, Training, and Coaching
- In the event that Instructional Personnel are absent due to infection, then BOCES 4 Science will aim to, when possible:
- Support learning opportunities with other personnel – including administrative staff and other instructional staff part of the BOCES 4 Science Team (from Monroe 1 BOCES, WFL BOCES, or GVEP)
- Engage in digital learning opportunities via Zoom (or other digital communication)
- Reschedule learning opportunities
- Cancel (as a last option)

Students: BOCES 4 Science has 3-5 Work Based Learning Students. In the event that a student is exhibiting signs of COVID-19, he/she will use the office of the Director of BOCES 4 Science as an isolation room until the student can be transported back to his/her home district. At that point, O & M will be informed and will plan for a deep clean of the office.

Business/Internal Operations:

- In the event that Kit Processors and/or Stock Clerk/Couriers are absent due to infection, BOCES 4 Science will aim to continue production and shipping of resource kits to districts, when possible, by:
- Reorganizing Stock Clerks/Couriers and/or Kit Processors to support production and shipping of resource kits:
- This may include using Stock Clerks/Couriers to produce resource kits and Kit Processors to assist with shipping
- In the event that many staff are absent due to infection, then professional and office staff will support kit production and shipping as necessary
- In the event that Office Staff are absent due to infection, administrative staff (including the Director of BOCES 4 Science, Assistant Director of BOCES 4 Science, Production Manager, etc...) will support clerical functions including, but not limited to:
- Supporting districts throughout the process to lease kits
- Routine communications with district representatives and BOCES 4 Science staff
- Purchasing materials and supplies
- Note: BOCES 4 Science continues to cross-train personnel to support clerical functions

Pandemic:

- In the event that the infection is widespread and most or all BOCES 4 Science staff members are unable to work then most operations will need to discontinue until such a time as staff members can return to work
- Note: Resource kits cannot be produced and many internal computer systems cannot be accessed at home (programs specific to Inventory, Scheduling, and Production)
- Note: The Director of BOCES 4 Science and Assistant Director of BOCES 4 Science will be available to support digitally from home as necessary – including, but not limited to, communicating with staff, district representations, and supporting the Monroe 2-Orleans BOCES District Continuity of Operations

Business/Finance

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
- Payroll - Banking
- Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
- Cash Flow – Billing and Receivables
- Purchasing of Emergency Items
- 20-21 Budget – Changes from District Final Requests
- Workers' Compensation
- Essential Personnel have remote access to WinCap and banking as identified
- Cross training exists for critical functions

Single Case - Business as Usual

- Building Closed (Other than ESC) – Business As Usual

Epidemic/Pandemic

- BOCES Closed
 1. Payroll – Banking
 - Every 2 weeks, 2 people, 2 hours
 - Remote/On-Site as needed
 2. Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
 - Weekly, 1 person, 1 auditor
 - Invoice processing, Check printing and ACH payments
 - Internal Claims Auditing
 - On-Site as needed
 3. Cash Flow – Billing and Receivables
 - In-coming checks can be posted and deposited remotely but need access to mail. Both remote and on-site necessary.
 - Billing is On-Site as needed
 4. Purchasing of Emergency Items
 - Review credit card limits for key personnel - increase where needed
 - PO processing for emergency items – can be done remotely
 5. 20-21 Budget – Changes from District Final Requests
 - Alert departments when certified budget requests are received
 - Budgets can be updated and balanced remotely

6. Workers' Compensation

- Payment entry of awards of compensation
- Processing of indemnity payments must be done on-site minimum 1x per week
- Processing of mail, batching & processing on site as needed
- Processing of prescription medication
- In-house counsel able to attend virtual hearings remotely

Human Resources- HR

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
 - Run payroll
 - Print live paychecks and distribute them
 - Print paystubs and distribute them
- Identify Essential HR Staff
- Ensure necessary staff have remote access to WinCap
- Ensure cross training exists for payroll functions

Single Case

- Business as usual

Building Closed (Other than ESC)

- Business as usual

Epidemic/Pandemic

- BOCES Closed but ESC Building Open
 - Business as usual
- BOCES Closed and ESC Building Closed
 - Payroll to be run remotely
 - Direct deposit not affected
 - Paychecks can only be printed and distributed if payroll staff can access ESC
 - Paystubs can only be printed and distributed if payroll staff can access ESC

Communication and Technology Services- CaTs

CaTS Emergency Response Plan Annex

Technology – To provide support to the organizational technology infrastructure so key functions can operate effectively

Assumptions

1. Internet is operational
2. Power and Gas functioning
3. Telephone services operational
4. Roads open for travel

Support Scenarios

1. High Absentee Rate – staff and students – school remains open - CaTS staff will continue to respond to customer requests as needed

- As CaTS staff are impacted by illness/absent, remaining resources/staff will focus on highest priority requests and supporting critical functions

- Critical Functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet connectivity (IEP Direct/Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)
- viii. SchoolTool

2. Schools Closed

- CaTS staff will be on call to provide support to the following critical functions as needed

- Critical functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet Connectivity (Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)

Communications

Communications Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Single Case (What are we doing when there is a confirmed case)

- Work with administration to coordinate appropriate communication in conjunction with local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Before an outbreak occurs

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

During an outbreak

- Work with administration to continue to share the latest information from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

After an outbreak, schools and districts should:

- Work with administrations and local health officials to development consistent messages to share with the public through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Operations and Maintenance – O/M

O/M Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- O&M building cleaning staff are reminded of proper PPE's as they perform their scheduled cleaning routes.
- Staff will prioritize disinfecting all Restrooms, Classrooms and Common areas. Using approved cleaning supplies made available by O and M department.
- Alert Barb Swanson if there is a spike in staff absenteeism.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, O&M department cleaning staff will complete a deep clean (disinfecting) of the classroom, along with room where student was placed until dismal.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Continue to utilize cleaning practices as defined by contract and ISSA standards.

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school
 - Increase social distances within the school environment
 - Adapt attendance policies
 - Consider early dismissals
 - Develop a flexible schedule for essential personnel
 - HVAC mechanic has capabilities of reviewing and adjusting HVAC conditions and set points off site.

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can reopened
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with staff, and management on schedule for re-cleaning of building.



Building-Level Emergency Response Plan

Career and Technical Education Center at WEMOCO
3589 Big Ridge Road, Spencerport, NY 14559

2023-2024

DISTRICT OFFICE EMERGENCY RESPONSE PLAN
FOR OFFICAL USE ONLY
NYS BLS ERP version1 - 7/2023

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THE BASIC PLAN

1. Introductory Material

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school/site shall have a Building-Level Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school/site safety personnel and other school/site personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The Building-Level Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the school/site ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

The following table includes names and titles of the Building-Level Safety Team members. The table may be expanded as needed to include all members.

Name	Title/Department	Ph. Number
Baldassare, Matt	Security	352-2798
Boughton, Paula	Special Education Program Supervisor	352-2698
Sleight, Travis	Director of Operations & Maintenance	352-2655
Campari-Cortez, Theresa	Assistant Principal	352-2675
Thering, David	Assistant Principal	352-2717
Britt, Tony	Assistant Principal	352-2480
Miller, Jeff	Safety and Security	352-2798
Slavny, Jill	Executive Principal	352-2470
Ventura, Deb	School Nurse	352-2460
Ogden Police Member	Ogden Police	617-6131
Spencerport Volunteer Ambulance	Ogden Medical Response	352-4742
Gureau-Kurtz, Shawna	CWD Representative	349-9102
Heather Malone	Special Education Administrator	617-2320
Kristie, Cekus	School Nurse	352- 2431

Various agencies and services are involved in responding to school/site incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School/site ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school/site. If Memorandum of Understandings (MOU) is created, a copy shall be maintained in Appendix D. Advanced planning should specify the type of communication and services provided by one agency to another.

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the Building-Level Emergency Response Plan and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within 30 days of adoption.

New York State Police
Headquarters – Field Command
Attn: Safe School/sites NY
1220 Washington Avenue, Building 22
Albany, NY 12226
Or by email to: info@safeschool/sites.ny.gov

Building-Level Emergency Safety Plans are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Record of Distribution

Copies of the Emergency Response Plan, including appendices and annexes are recommended to be distributed to your Building-Level Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the District Superintendent and any other persons deemed appropriate by the Building-Level Safety Team.

Distribution of the ERP shall be recorded in the following table:

Agency	Receiving Party	Date
Monroe 2-Orleans BOCES Emergency Officer	Douglas Comanzo	
Monroe County Sheriff’s Office	Captain Pat Rojas	
Ogden Police Department	Chief Travis Gray	

Plan Review and Updates

8 NYCRR Section 155.17 (b) requires the Building-Level Safety Team to review its Emergency Response Plan annually and update it by July 1 as needed.

Each update or change to the plan shall be recorded in the following table.

Revision/Update/Amendment	Name	Date

2. Purpose and Situation Overview

Schools/sites are exposed to many threats, hazards and vulnerabilities. All of these have the potential for disrupting the school/site community, exposing students/staff to injury, and causing damage to public or private property.

Building-Level Safety Teams shall complete thorough threat assessments to identify circumstances in the school/site or near campus that may present unique problems or potential risk to people or property.

The interior and exterior portions of all school/site buildings, school/site grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff and students.

Develop Threat and Hazard-Specific Annexes to address each identified threat/hazard from your assessment. Included in the Threat and Hazard-Specific Annex section are examples of formats you may utilize while developing these annexes.

The table on the following page provides a list of potential threats that school/sites should consider when conducting a threat/hazard assessment.

Threat and Hazard Type	Example
Natural Hazards	<ul style="list-style-type: none">• Earthquake• Tornado• Lightning• Severe wind• Hurricane• Flood• Wildfire• Extreme temperatures• Landslide or mudslide• Winter precipitation• Wildlife
Technological Hazards	<ul style="list-style-type: none">• Explosions or accidental release of toxins from industrial plants• Accidental release of hazardous materials from within the school/site, such as gas leaks or laboratory spills• Hazardous materials releases from major highways or railways• Radiological releases from nuclear power stations• Dam failure• Power failure• Water failure
Biological Hazards	<ul style="list-style-type: none">• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis• Contaminated food outbreaks, including Salmonella, botulism and E. coli• Toxic materials present in school/site laboratories

Adversarial, Incidental and Human-Caused Threats

- Fire
- Active shooter
- Criminal threat or action
- Gang violence
- Bomb threat
- Domestic violence and abuse
- Cyber attack
- Suicide

Planning Assumptions and Limitations

Stating the planning assumptions allows the school/site to deviate from the plan if certain assumptions prove not to be true during operations. The Building-Level Emergency Response Plan is established under the following assumptions:

- The school/site community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and in any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school/site affected cannot and should not wait for direction from local response agencies. Action is required immediately to save lives and protect school/site property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school/site to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the Building-Level ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school/site's readiness to respond to incidents.

3. Concept of Operations

The overall strategy of a Building-Level Emergency Response Plan (ERP) is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school/site generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school/site will be delegated the authority to direct all incident activities within the jurisdiction of the school/site. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander.

8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System. This chain of command shall be documented in the table included in Appendix B.

Initial Response

School/site personnel are likely to be the first on the scene of an incident in a school/site setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (police, fire or EMS). Staff will seek guidance and direction from the school/site district and emergency responders.

Any staff person or faculty member in a building that sees or is aware of an emergency shall activate the ERP.

4. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions. The included titles and responsibilities are for illustrative purposes and should be edited to meet the needs of your school/site as necessary.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school/site relies on other key school/site personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with their role and responsibilities before an incident occurs.

Principal

The principal (or their designee) will serve as the Incident Commander and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this Emergency Response Plan (ERP)
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Keep the District Superintendent informed of the situation

Teachers, Substitute Teachers and Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff and other individuals
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander
- Obtain first aid services for injured students from the school/site nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved
- Render first aid or CPR if certified and deemed necessary

Teaching Assistants and Aides

Responsibilities include:

- Assisting teachers as directed
- Actions to ensure the safety of students

Counselors, Social Workers and School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School/Site Nurse and/or Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians and Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school/site
- Execute assignments as directed by the Incident Commander

Principal's Secretary and Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school/site records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Bus/Van Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g., “If you see something, say something.”)
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

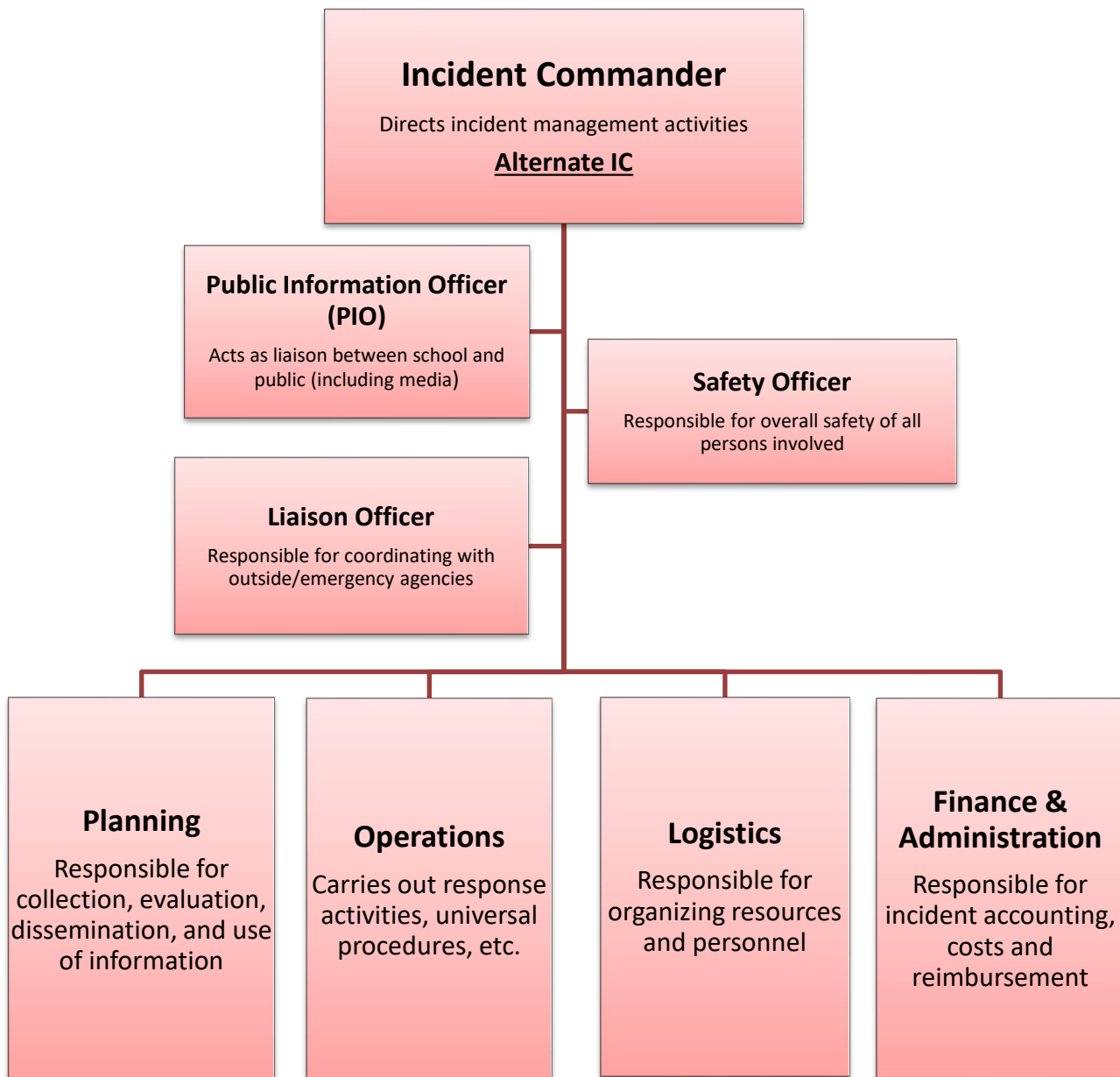
- Encourage and support school/site safety, violence prevention and incident preparedness programs within the school/site
- Participate in volunteer service projects for promoting school/site incident preparedness
- Provide the school/site with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the school/site or district

5. Direction, Control and Coordination

School/Site Incident Command System (ICS)

To provide for effective direction, control and coordination of an incident, the Building-Level Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS).

Staff members are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The school/site ICS is organized as follows:



See Appendix B: Incident Command System for a listing of individuals designated to fill the Command Staff roles.

School/site Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

A. Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/ Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

B. Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or is directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

C. Planning Section

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities

D. Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may play a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school/site and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

E. Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school/site records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

Coordination with Responders

The Building-Level Emergency Response Plan (ERP) may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school/site. The agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school/site Incident Commander to a responding agency will occur.

Source and Use of Resources

The school/site will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school/site establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

See Appendix D: Memoranda of Understanding (MOU).

6. Information Collection, Analysis and Dissemination

The school/site will collect, analyze and disseminate information during and after an incident.

Types of Information

During an incident, the school/site will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school/site will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school/site will also monitor the school/site district information portal, to determine any information pertinent or critical to the school/site's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

7. Training and Exercises

The school/site understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school/site personnel and community responders are aware of their responsibilities under the Building-Level Emergency Response Plan (ERP), the following training and exercise actions should occur.

Training

All school/site staff, students and others deemed appropriate by the school/site should receive training during the school/site year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school/site year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency.
- Annual training
 - Review ERP with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
 - Conduct student briefings on roles they perform during an emergency (if applicable)

Drills and Exercises

At a minimum, the school/site will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school/site year.
- 8 NYCRR Section 155.17 (e)(3) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

- One lockdown drill – announced (first marking period)
- Three lockdown drills – unannounced (following first announced drill)

Lockdown drills will be conducted internally to ensure that school/site staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated safe areas within each room. Where possible, the school/site should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill is conducted, whether announced or unannounced, the school/site will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion

of the drill. This will be done to ensure that law enforcement does not receive a false report that the school/site is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill.” This will ensure that all involved recognize that this is a drill and not a real incident. Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service. This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Use this table to document training and drills associated with this ERP including exercising of this ERP and informing faculty and staff of their roles within ICS.

Type of Training/Drill	Date of Training/Drill	Agencies Involved
Building-Level Safety Team Mtg		Monroe 2-Orleans BOCES
Lockdown Drill		Monroe 2-Orleans BOCES
Readiness Check		Monroe 2-Orleans BOCES
Tabletop Drill		Monroe 2-Orleans BOCES
Fire Drill		Monroe 2-Orleans BOCES

8. Administration, Finance and Logistics

Agreements and Contracts

If school/site resources prove to be inadequate during an incident, the school/site will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school/site district and school/site officials. Copies of these agreements are located in Appendix D.

Documentation

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school/site budgets and to share these costs with the Superintendent and BOCES Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school/site operations following an incident, records such as legal documents and student files must be protected (i.e., in the event of a fire and flood).

9. Authorities and References

The following are State and Federal authorizations upon which this School/site ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe School/sites Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school/site emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to Appendix B for the defined chain of command
- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component

FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School/Site Emergency Operations Plans.

The functional annexes within this section should provide school/sites with a comprehensive set of guides for responding to and functioning during an emergency. Each Building-Level Safety Team should assess and develop annexes to meet the unique needs of each school/site building.

Functional annexes that make up the SHELL acronym provide standard language and procedures and are intended to be transferable to school/sites statewide and modifications are not recommended.

- Shelter in Place
- Hold in Place
- Evacuation (required per 8 NYCRR Section 155.17 (e)(2)(i))
- Lock-out
- Lock-down

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school/site comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The Building-Level Safety Improvement Team also recommends that school/sites complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

1. Shelter in Place

Objective

A shelter in place describes a course of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Procedure

- Shelter in place will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed.
- Use clear, concise language to provide directions to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring you to shelter in place.
Please stop what you are doing and follow these instructions.
Provide specific incident instructions
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school/site building.
- If issued a two-way radio, take it with you and monitor channel one.
- If the situation is not a threat to the exterior of the building, students between classes or outside of their classroom for other reasons should be instructed to return to their class.

Additional Considerations for Shelter in Place

The Building-Level Safety Team should consider the following when reviewing the current plan or developing new policies and procedures. Add necessary actions appropriate for your response.

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare shelter in place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate annexes or annexes as needed.
- Notify all concerned parties when the shelter in place is lifted.

2. Hold in Place

Objective

A hold in place may be initiated if there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires student and staff movement to be limited. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Procedure

- Hold in place will be announced by intercom, public address (PA) system, or otherwise with instructions on how to proceed.
- Use clear, concise language to provide directions to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring you to hold in place.
Please stop what you are doing and follow these instructions.
Provide specific incident instructions
- Students in hallways, bathrooms or other common areas will return to their classroom
- If the hold in place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All available staff members will assist in maintaining order and accounting for students.
- If issued a two-way radio, take it with you and monitor channel one.
- Remaining in position until further instruction is given or remaining in place compromises safety.

3. Evacuation

Objective

This annex focuses on the courses of action that the school/site will execute to evacuate school/site buildings and grounds. Included are school/site policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Procedure

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a public address (PA) system or bullhorn.
- Consider using language similar to this in your announcement:
Your attention please; we need to evacuate the building.
Teachers are to take their students to their designated assembly area.
Teachers take your class roster. Take attendance when safe to do so.
- Call or designate another to immediately call 911 to give notice that the school/site has been evacuated.
- Notify appropriate district staff that an evacuation of the school/site has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate annexes or annexes as needed to respond to the situation.
- Designate staff with assigned two-way radios and/or cell phones to assist in evacuation procedures.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school/site by bell system, radio transmission, public address system, designated staff, or bullhorn.

Name	Radio and/or Phone Number
Baldassare, Matt	Radio
Boughton, Paula	Radio
Burke, Tom	Radio
Alampi-Cortez, Theresa	Radio
Miller, Jeff	Radio
Britt, Tony	Radio
Comanzo, Douglas	Radio
Slavny, Jill	Radio
Ventura-Tran, Deb	Radio

Evacuation – Building Only

- Determine evacuation routes based on location of the incident and type of emergency (see floor plans).
- Ensure all locations have designated secondary escape routes
 - Identify escape windows or other means of escape
 - Designate alternate routes

- Evacuate Students/Staff with special needs
 - Identify disabled/wheelchair accessible routes
 - Address needs of other disabilities: autism, visually impaired, hearing-impaired, etc.
- Student/staff Self-Evacuation: in the event that students find themselves out of the supervision of faculty or staff.
 - Student/staff self-evacuate through nearest evacuation route or exit.
 - Students report to the nearest assembly area and nearest teacher/staff. (If applicable)
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to the designated evacuation assembly area.

Designated Evacuation Assembly Areas (on school/site grounds)

Building, Wing or Location	Evacuation Area
Area 1	North lawn by flagpole
Area 2	North lawn by flagpole
Area 3	North lawn by flagpole
Area 4	Parking lot first lane (north end of lot)
Area 5	On fence line on Sidewalk Next to Rear Security Booth

- Account for all students. Immediately report any missing or injured students to the school/site Incident Commander.
- The greeter shall take the visitor log and student sign-out sheet to evacuation assembly area.

Evacuation – Off School/Site Grounds

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school/site grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building-Level Safety Team determines appropriate off-site evacuation areas prior to an actual incident. Preplan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.
- Notify all assembly areas to evacuate to offsite location.
- Describe the method by which students and staff will get to the offsite location (walk, travel by bus, etc.)

Off-Site Location	Address	Facility Contact
PRIMARY	Educational Services Center (ESC)	3599 Big Ridge Road Front Desk 352-2400
SECONDARY	Spencerport High School	2707 Spencerport Road Front Desk 349-5200
TERTIARY		

Evacuation – Outdoors

Building occupants are required to quickly evacuate the building when the fire alarm is activated or there is an announcement to evacuate. One exception to this is if the building is in emergency lockdown and then the fire alarm is activated. This has been used by threatening individuals to encourage those behind locked doors to come out. Deciding to do so is a decision each person will need to make on their own. One rule of thumb is that in such situations if smoke is smelled or fire is observed then attempting to evacuate may be necessary. In some cases, a window evacuation may be an option.

Incident Commander Actions:

- Announce the need to evacuate the building.
- Provide additional information as needed.
- Arrange for the main entrance sign in log to be taken to the staging area if no Greeter is on duty at the time of the incident.
- During inclement weather decide if staff and students will evacuate to another building.
- Instructions will be given as to whether staff should walk to the evacuation location or if transportation will be forthcoming.
- Announce that the building is now clear and safe to reenter.

Staff Actions:

- If issued a two-way radio, take it with you.
- If you are in a room evacuate according to the sign located in the room unless the path takes you past an area of concern in which case, use the next closest exit.
- If you are not in a room, immediately exit the building at the nearest point.
- Do not first retrieve your personal belongings before evacuating.
- Staff shall be responsible for clearing the hallway, including bathrooms.
- Gather at your designated evacuation site.
- Administrators will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.
- No one will reenter the building until cleared to do so by the Superintendent or designee.

Evacuation – Another Building

This procedure is used when the occupants must leave the building, they are in because of a concern for the safety of those inside. If outside conditions prevent staging there, then another building will be contacted to arrange for the evacuees to be housed as long as needed.

Incident Commander Actions:

- Contact the building administrator of the building to which staff and students will be evacuating to.
- Announce the evacuation of the building to either an evacuation area or to another building as is appropriate.
- Notify evacuees of the decision to move to another location or building if and when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff and students shall first report to their evacuation area after evacuating the building for any reason. Await further instructions.
- If issued a two-way radio, take it with you.
- When instructed to do so staff and students will walk in an organized fashion to the host building and remain there until further instructions are given.

- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – by Means of Bus Transportation

This procedure is used when the occupants must leave the building, they are in because of a concern for the safety of those inside and outside conditions prevent occupants from safely evacuating or walking to another building.

Incident Commander Actions:

- Contact the Transportation Director and request transportation for staff.
- Announce the evacuation to either an evacuation area or to board awaiting buses.
- Notify evacuees of the decision to board buses to be sheltered or moved to another location or building if and when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff shall first report to their evacuation area or to board waiting buses, after being instructed to evacuate the building for any reason.
- If issued a two-way radio, take it with you. Further instructions will be given at that time.
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – Return to Buildings or Grounds

No students or staff shall return to school/site buildings or grounds until advised to do so by the Incident Commander or appropriate officials. In the event that emergency response services (police, fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, which will then make the decision to allow students and staff to return to the building or grounds.

4. Lockout

Objective

Lockout describes the courses of action the school/site will execute to secure school/site buildings and grounds during incidents that pose an imminent concern outside of the school/site. The primary objective of a lockout is to quickly ensure all school/site staff, students, and visitors are secured in the school/site building away from outside danger.

Procedure

Initiate Lockout

- Lockout will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed.
- Use clear, concise language to provide directions to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring the school/site to lockout
All outdoor activities are cancelled. Please continue regularly scheduled indoor activities.

Execute Lockout

- All outdoor activities shall cease and be immediately moved indoors.
- As soon as all students and staff are in the building, all exterior doors shall be locked.
- Normal activity will continue within the building unless directed otherwise.
- It is not necessary to turn lights off or to close blinds unless directed.
- If issued a two-way radio, take it with you.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by the administration. Activate annexes or annexes as needed to respond to the situation.

5. Lockdown

Objective

Lockdown describes the courses of action school/sites will execute to secure school/site buildings and grounds during incidents that pose an immediate threat of violence in or around the school/site. The primary objective of a lockdown is to quickly ensure all school/site staff, students and visitors are secured in rooms away from immediate danger.

Lockdown is not a stand-alone defensive strategy. Executing a lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Procedure

Initiate Lockdown

- Where possible, lockdown will be announced by intercom, public address (PA) system or otherwise.
- Do not use codes, cards or colors. Lockdown must be immediate and deliberate; the announcement of a lockdown shall be as follows:
 Lockdown! Lockdown! Lockdown!
- Call 911.
- If issued a two-way radio, take it with you.
- In the event of an immediate threat to safety is recognized, such as a person armed with a gun in the hallway, any faculty or staff shall raise the alarm and initiate a lockdown.

Execute Lockdown

- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- If safe, immediately gather students from hallways and areas near your room into the classroom or office. This includes common areas and restrooms immediately adjacent to your area.
- Lock your door(s) and turn lights off if possible
- Have students/staff move to the designated safe area of the room and remain silent.
- Leave blinds as they are. Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively and take the following action during a lockdown:
 - Do not allow anyone, under any circumstance, to leave your secure area.
 - Do not answer or communicate through your door or classroom phone.
 - Silence cell phones and limit use to only relay pertinent information to emergency responders, (i.e., description/location of active shooter/victim injuries).
 - Do not respond to fire alarm unless actual signs of fire are observed.
 - Document and attend to any injuries to the best of your ability.
 - Take attendance and include additions and missing students' last known location.
 - Do not respond to the public address (PA) system or other announcements.
- Procedures should be in place to re-direct buses in the event of a lockdown.

Lockdown will only end when you are physically released from your room or secured area by law enforcement.

6. Crime Scene Management

Objective

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school/site property as required in 8 NYCRR Section 155.17 (e)(2)(viii).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Procedure

Respond: Ensure your personal safety first, then, if possible, formulate a plan and make mental notes.

Evaluate: Evaluate the severity of the situation, call 911 if appropriate. Identify involved parties. Be aware of weapons, hazards, and potential evidence. Don't touch anything unless absolutely necessary to preserve safety.

Secure: Clear away uninvolved people. Establish a perimeter that prevents people from entering the potential crime scene.

Protect: Safeguard the scene – limit and document any people entering the area. Don't use phones or bathrooms within the crime scene area. Don't eat, drink or smoke in the crime scene area.

Observe: Write down your observations as soon as is safe to do so. Record detailed information – don't rely on your memory. Notes will aid first responders upon arrival and could be utilized in court.

Notify: Call 911 if not already called or police are not on scene.

Document: Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture. Be prepared to provide your notes and information to the police.

7. Communications

Objective

This annex includes communication and coordination during emergencies and disasters, both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation per 8 NYCRR Section 155.17 (e)(2)(i).

The Building-Level Emergency Response Plan (ERP) must include policies and procedures governing school/site incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school/site community and the media.

Types of Communication

Communication between School/Site and Emergency Responders

The school/site will contact and maintain communications with emergency responders during an incident. The school/site Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform and/or other means necessary described in the Building-level Emergency Response Plan (ERP) to notify the principal/designee of the school/site on status and needs. The school/site and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Communications Matrix

When a crisis happens, the following procedures should be followed to ensure communication between members of the emergency response teams, administrators and all others having a role in dealing with the emergency at hand:

- Any person becoming aware of a situation which creates an immediate danger to students and staff shall notify the District Superintendent and 911 if appropriate to do so.
- The District Superintendent shall notify the assistant superintendent, coordinator of safety and security and as necessary, building principals/directors and the communications manager.
- The communications manager, in coordination with the District Superintendent, shall communicate written messages to the news media.

❖ Internal Communications

The school/site has identified a school/site person who will:

- Follow the communications policies and procedures established by the school/site.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in coordination of media communications.

Communication between School/Site Officials and Staff Members

School/site personnel will be notified when an incident occurs and will keep informed as additional information becomes available. They will also be informed as plans for management of the incident evolve.

The following methods of communication may be utilized to disseminate information internally when appropriate:

- Text Message/E-mail System: A text message or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time. Staff will also have the opportunity to address any misinformation or rumors.
- Mass notification device such as *ConnectEd*.
- Two-way radio.
- Two-way public address (PA) system communications are provided from all school/site classrooms to the main office.

Communication between School/site Officials and Students

Communication of emergency information between school/site officials will primarily take place through the school/site's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Mobile Device Applications
- Flyers/letters

❖ External Communications

School/site officials must communicate with the larger school/site community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school/site about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

- Before an incident occurs
 - Inform parents on how to access alerts and incident information.
 - Inform parents that the school/site has developed an Emergency Response Plan (ERP), its purpose and its objectives.
NOTE: Detailed response tactics should not be shared if they will impede the safe response to an incident.
 - Information will be included, as necessary, on the district website.
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident
 - Disseminate information in various ways such as text messages, e-mails, radio announcements, websites and *ConnectEd* to inform parents about what is known to have happened.
 - Implement a plan to manage phone calls and parents who arrive at the school/site.
 - Describe how the school/site and school/site district are handling the situation.

- Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school/site will resume.

Communications with Media

In the event of an incident, the school/site Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer (PIO) and/or participate in a joint information effort to:

- Establish a media staging and reception area away from the school/site and any established incident command post, evacuation site or reunification site.
 - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school/site would be deemed impracticable due to the nature and severity of the incident.

Pre-designated Media Staging Areas

Media Staging Area		Address
LOW IMPACT	Educational Services Center	3599 Big Ridge Road
HIGH IMPACT	TBD by law enforcement	

- Provide regular updates to the media and school/site community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor the release of information and correct misinformation.
- Coordinate messages with the Incident Commander or PIO.
- Prepare information to be released by briefing, news release or web posting.

8. Medical and Mental Health Emergency

Objective

This annex describes the courses of action that the school/site will implement to address emergency medical and mental health counseling issues. School/sites should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the Emergency Response Plan (ERP) with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. School/sites should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

Receiving Assistance from Government Officials

By contacting 911, the system for coordinating the delivery of assistance from both the county and local agencies shall be activated.

Procedure

When a medical emergency occurs, time is critical for the person experiencing the emergency. Remember to act quickly and get medical help on the way as quickly as possible.

Incident Commander Actions:

- The principal/director or designee will activate the Building-Level Emergency Response Team if warranted.
- If an ambulance is responding, the Incident Commander or designee will assign someone to meet the ambulance crew at the entrance and escort them directly to the victim if appropriate to do so.
- The Principal/Director will initiate a Hold-In-Place if appropriate to do so.

Staff Actions

- Any staff member who discovers a medical emergency will immediately contact 911 and request an ambulance if necessary.
- The staff member will then immediately contact the principal/director or designee.
- If activated, Emergency Response Team members should retrieve an automated external defibrillator (AED) and other emergency supplies as available and respond to the situation.
- If possible, arrange for someone to stay with the person experiencing the emergency.
- If you have a two-way radio, take it with you.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures:

- Instructions on where emergency medical supplies (e.g., first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post-Incident Response Team table in Appendix C with appropriate staff.
- Procedures on sharing and reporting information about unusual situations, if warranted.
- Addressing the immediate, short, and long-term counseling needs of students, staff and families.
- The location where counseling and psychological first aid will be provided.
- A plan to have counselors available to assist students if necessary.

Add actions as needed.

9. Accounting for All Persons

Objective

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Procedure

Incident Commander Actions

- The Incident Commander (IC) or designee will assign an individual to contact each evacuation site to coordinate and prepare a master list of names and locations of those present or missing from each evacuation site.
- The assigned individual will also contact the person securing and holding the building visitor logbook. Information contained in the visitor logbook will aid in accurately preparing the master attendance and missing lists.

Staff Actions

- Each department head, or if no department head is present, each department head secretary shall begin to document in list form each person that is present or missing from the evacuation site, when safe to do so.
- If believed to be known the whereabouts of a missing person shall be noted on the list.
- Lists shall be continuously updated as necessary to reflect up to date information.
- Each department head, or if no department head is present, each department head secretary shall be prepared to provide list information to the Commands Post assigned person contacting the site for such information.
- The names of any missing students, staff or visitors will be reported to the Incident Commander/Command Post as soon as possible.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures.

- Taking attendance and reporting to the Incident Commander when class relocates inside the building, or an evacuation takes place.
- Reporting to the Incident Commander when a student, staff member or guest cannot be located.
- Dismissal of students if they have been relocated in the building.

Add actions as needed.

10. Reunification

Objective

The reunification annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Procedure

Designate a reunification site. Use the table below to designate primary and secondary reunification sites.

Pre-designated Reunification Site		Address	Contact
PRIMARY	Educational Services Center (ESC)	3599 Big Ridge Road	Front desk 352-2400
SECONDARY	Spencerport High School	2707 Spencerport Road	

Reunification will only occur after permission has been granted to do so by the law enforcement agency or fire department commanding the incident.

Incident Commander Actions

- After receiving notification from the police and/or fire department, reunification may begin. The Incident Commander will direct the implementation of the reunification process.

Staff Actions

- Set up three distinct areas close by but out of sight of each other and away from the media staging area.
 - Parent/guardian check-in area (see below)
 - Reunification area
 - Student/staff holding area.
- Setup will include signage and/or barricades to protect those present and the integrity of the process.

Areas will only be established after consulting with the emergency incident commander, (police, fire or other emergency official), to make certain the areas chosen are safe.

- Parent/guardian check-in area
 - This is where parents will receive initial instructions and a preprinted and perforated form to complete.
 - Staff will confirm that the person is on the preapproved list to pick up the student.
 - The parent/guardian will be required to show photo identification to prove their identity. Anyone without a photo ID will be asked to move to another line where other methods will be used to confirm identification.
 - The runner will re-check the parent/guardian's ID and then have the parent/guardian sign the form and include the date and time of the release. Parents/guardians will be instructed to leave the area promptly after signing out their student to make room for others.
- Reunification area
 - If the student is not present and the student's location is unknown, or if the student is being medically treated or is deceased, the runner will first inform a counselor in the reunification area of the student's status.
 - The runner will then escort the parent/guardian to meet with the informed counselor in a private mental health area nearby.

- The counselor will inform the parent/guardian as needed in the private area away from other parents. The school/site psychologist or other designee will coordinate this activity with emergency response personnel.
- Student/staff holding area.
 - If after a reasonable period of time a student has not been picked up by a parent/guardian staff will attempt to contact those listed on the student's incident release card. If still unsuccessful in contacting a parent/guardian, staff will solicit the assistance of the police to resolve the matter, if necessary.
 - Students 18 years of age and older and who are not injured may sign themselves out and leave on their own, but this is not advisable without first having the student speak with a counselor, if the release follows a tragic event.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures.

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the special needs students who may be significantly impacted by the stress of the incident. Additional support staff may be required to support these students.
- Obtaining sign boards and preparing forms and signs in advance to direct parents to an area.
- Advising parents well in advance of the reunification process, especially as it pertains to their responsibilities such as producing photo ID when picking up a student.
- Preparing hard copies of student rosters, schedules and daily attendance to eliminate the need for computers in the event they are not available.
- Security should ensure the safety of those present as well as the integrity of the process.
- Setting a minimum number of required staff members to be available at each area to ensure adequate family assistance and student security.
- Equipping each team member supervising the students with a list of the students assigned to him or her, complete with the names of the students who were absent at the start of the school/site day as well as those who left prior to the incident.
- If evacuation to an off-site location is deemed necessary to protect student safety and to expedite reunification, all parents/guardians will be notified of the location change and provided information on accessing the site. The basic infrastructure and procedures in place for student release will still be implemented as they would be for an on-site reunification center.
- All printed materials should be translated into the languages understood by the parents of every child attending the school/site.

Add actions as necessary.

11. Continuity of Operations Plan (COOP)

Objective

This annex describes how the school/site and district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security and continuity of teaching and learning.

Procedure

The Post-Incident Response Team has developed the following procedures for dealing with post-incident response:

Short Term

The Post-Incident Response Team will include building supervisor(s) and other available staff as appropriate. The Operations & Maintenance crew will secure any parts of the building that may have incurred damage or need to be cordoned off for a criminal investigation. Operations & Maintenance will also determine the building restoration activities. The team will review the incident and develop minutes, which will reflect areas for improvement for future events.

Long Term

The building supervisor(s) and professional staff will observe students and review with faculty any long-term stress that students or staff may exhibit. The director of Operations & Maintenance will evaluate the facilities after an incident to determine additional needs. Long-term response needs will be included by the team in annual updates to the plan.

12. Recovery

Objective

The purpose of recovery is to return to normal the learning environment and district infrastructure. Students and physical structures become the main focus. One of the main goals of recovery is to provide a caring and supportive school/site environment. Paramount is the emotional needs of the students and staff and the quick return to the business of learning. Recovery can be a lengthy process as individuals recover at their own pace.

Procedure

- The Incident Commander activates the Trauma, Illness and Grief (TIG) Team and decides if other outside agencies may be required to assist with student counseling needs.
- Conduct daily briefings with staff.
- Students/staff are monitored for emotional impact.
- Identify what follow-up interventions are needed by students and staff.
- Parents will be kept informed of efforts being made to attend to student safety as well as their emotional needs and what counseling services the district and community have to offer families.
- Plan how anniversaries of events will be commemorated.
- Conduct safety audits and determine what is in need of repair or replacement.
- Determine how to secure buildings which are not usable.
- Take photos or videos of the damaged areas.

13. Security

Objective

The purpose of security is to ensure the protection of students and staff as well as district owned property. Efforts will be made to prevent unauthorized entry into the building by the use of the following methods:

Procedure

- All staff and visitors must wear ID badges at all times while on campus and at school/site-sponsored functions of-site. Visitors shall also be required to sign in upon entering a building during normal school/site hours.
- All doors are locked during the school/site instructional day.
- Limiting access for all people to a minimum number of entrances.
- Being cognizant of strangers in the building and stopping visitors who have not properly registered or are not wearing proper ID badges or displaying a proper visitor pass.
- Providing adequate lighting in all areas.
- Controlling pedestrian traffic in buildings with doors to force visitors into main offices or to a staffed greeter station.
- Video surveillance camera systems where installed shall be used as needed for the continuance of the safety and protection of the building's occupants and its contents.
- Access control systems where installed will be used to restrict entry into buildings to those having a valid right to do so. Building administrators will assist in determining who shall have such rights in their building and to what degree the rights shall extend.

THREAT AND HAZARD-SPECIFIC ANNEXES

The Threat and Hazard-Specific Annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and Hazard Specific Annexes do not repeat content but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School/site staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

The school/site should customize threat and hazard-specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school/site evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

1. Active Shooter Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an active shooter on school/site grounds or in the school/site building.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school/site grounds or in the school/site building.

An active shooter or armed assailant on school/site property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school/site is a crime scene and will require a thorough search and processing.

Core Functions

In the event of an active shooter, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Activating the Emergency Response Plan (ERP)

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the Emergency Response Plan (ERP) immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions such as lockdown or evacuation depending on the situation.
- Notify law enforcement; provide location and description of the shooter if possible.

- Notify school/site buses to not enter the area.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep the site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.

Staff Actions:

- Use extreme caution.
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Make appropriate notifications; provide description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

2. Bomb Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a bomb threat.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school/site buildings or grounds. 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.

Core Functions

In the event of a bomb threat, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff. Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine what procedures should be activated depending on the nature of the threat.
- Issue instructions such as shelter in place or evacuation depending on the situation.
- Notify law enforcement, provide threat details.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep the site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether school/site will be closed or remain open.
- Notify school/site buses to not enter the area.

Staff Actions:

- Implement the appropriate response procedures to keep students safe.
- Police may enlist the assistance of school/site staff who are familiar with the building and can recognize objects that do not belong or are out of place.

- Do not touch or handle any suspicious object, bag or container.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

Actions of Individual Receiving Bomb Threat:

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA.
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes.
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone.

3. Intrusion and Threat of Violence

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an intrusion or threat of violence.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an intrusion or threat of violence.

Core Functions

In the event of an intrusion or threat of violence, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an intruder in or around the building or any imminent threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiates functional annexes as appropriate.
- Activate communications annex.
- Notify school/site buses to not enter the area.

Staff Actions:

- Determine whether the person is a legitimate visitor.
- If you are uncomfortable approaching a person, be sure to immediately report the person to the Incident Commander.
- Escort all visitors to the greeter station to sign in and obtain a visitor ID.
- If a person is suspected of posing a threat do not approach and immediately contact the Incident Commander.
- Do not engage the person in a confrontation. Take steps to ensure your safety and that of any students.
- Identify the person, person's location, and note if any weapon is visible or suspected.
- Contain the situation and, if possible, remove all innocent persons.

4. Severe Weather

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of severe weather.

Scope

When a severe weather warning is received, staff may be notified to escort students to safe areas in the building.

Core Functions

In the event of severe weather, school/sites will contact emergency services agencies for their assistance as needed. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a severe weather warning will notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiates functional annexes as appropriate.
- Activate communications annex.
- Announces to staff of an impending weather concern.
- Arranges for outside students and staff to be notified of the event and to return to the building.
- Decides if the concern is severe enough and time allows to complete an early dismissal or if sheltering inside the building or relocating to another building is the most appropriate course of action.

Staff Actions

- If issued a two-way radio monitor channel one or two if you have it.
- In general move to a lower level and a less glass enclosed area.
- Avoid wide expanses of open space.
- Close any blinds to shield from glass and debris.
- Duck and cover procedures or sheltering under desks shall be implemented if necessary.

5. Gas Leak

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a gas leak.

Scope

During a gas leak it is important to exit the building as quickly as possible. Remember to not turn on or off any electrical switches or devices. Do not exit past an area where the leak is believed to be originating.

Core Functions

In the event of a gas leak, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a gas leak should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Call 911 and notify Operations & Maintenance and Rochester Gas & Electric to report the leak.
- Initiate functional annexes as appropriate.
- Activate Communications Annex.
- Announce the evacuation of the building away from the affected area. Do not use the fire alarm to activate evacuation if you have a bell type alarm. Make certain to state the reason for the evacuation so those inside are aware that they should not use any electrical devices. Consider using a runner(s) to announce the evacuation.
- Arrange for the main entrance sign in log to be taken to the staging area if no greeter is on duty at the time of the incident.
- Notify school/site buses to not enter the area.

Staff Actions:

- Immediately notify the Incident Commander if you believe there is a gas leak.
- Be prepared to evacuate to your designated area as soon as directed to do so.
- Do not use light switches or other electrical devices to reduce the chances of a spark.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report on unaccounted individuals or students to the Incident Commander.

- The Director of Operations & Maintenance may turn off of gas to the building and assist in determining the source of the leak as well as establish a repair plan.

6. Chemical Spill

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a chemical spill.

Scope

For chemical spills inside and outside the building

Core Functions

In the event of a chemical spill, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter-in-Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a chemical spill should notify the Incident Commander as soon as possible.

Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify Operations & Maintenance and the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as appropriate.
- Activate communications annex.
- Determine if the spill warrants evacuation of the building.
- Decide if the assistance of outside agencies may be required depending on the nature of the spill.
- Direct the air intake to be shut off and sealed if necessary for outside spills.
- Notify school/site buses to not enter.

Staff Actions:

- Keep students away from the spill and notify the Incident Commander immediately.
- Prepare to evacuate the building should the announcement to do so be made.
- If instructed to do so upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the command post.
- For hazardous chemical spills outside, consider sheltering students inside.

7. Fire and Explosion

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a fire or explosion.

Scope

Any staff or student who sees smoke or fire is directed to pull the fire alarm to evacuate the building per the Building-Level Evacuation Plan. The principal/director or designee shall notify 911 to insure the alarm was received.

No one shall re-enter the building until such time as the fire department has determined it is safe to reenter. The District Superintendent or designee shall be the only individual authorized to notify staff that the building has been deemed safe to re-enter by the fire department.

Core Functions

In the event of a fire or explosion, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a fire or explosion should locate to a safe area and call 911 at once to report the incident. Upon completion of the 911 call the individual should notify the Incident Commander. Appropriate announcements shall be made, and the Superintendent shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Notify school/site buses to not enter the area.
- Upon completion of the incident, notify staff that the building has been deemed safe to re-enter by the fire department.

Staff Actions:

- Upon activation of the building fire alarm system all faculty, staff and students will immediately exit the building and proceed to their predetermined evacuation area. Close the door to the room you exited.
- Do not allow anyone to first stop to pick up belongings.
- Staff shall be responsible for clearing the hallway, including bathrooms.

- If issued a two-way radio, take it with you.
- Remember to quickly but orderly move far enough away from the building so as not to cause a bottle neck for those still trying to exit the building or interfere with responding emergency vehicles.
- Upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the command post.

8. Biological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a biological threat such as anthrax or the like.

Scope

If a biological threat is received via telephone, the recipient shall record information on the telephone threat checklist if possible. If a letter or package is received which threatens biological exposure the recipient shall follow the staff actions set forth below.

Core Functions

In the event of a biological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a biological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Calls 911 for assistance and follows the directions regarding the movement of students and staff.
- Direct the shutting off of ventilation systems to limit air movement if the threat warrants it.
- Notify school/site buses to not enter the area.
- Announce an evacuation of the building if appropriate to do so.

Staff Actions

- If the threat is a letter or package, immediately close it, cover it with a box or larger envelope and avoid further contact.
- Immediately prevent people from leaving or entering the room.
- Notify the Incident Commander.
- Avoid touching face or mucus membranes until they can thoroughly wash with soap and water.
- Reduce air movement by shutting off fans and closing windows.

9. Radiological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a radiological threat.

Scope

Procedures shall most likely be shelter in place or early dismissal.

Core Functions

In the event of a radiological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff. Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a radiological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Initiate functional annexes as appropriate.
- Activate communications annex.
- Notify staff to follow procedures as advised by the county coordinator.
- Notify school/site buses to not enter the area.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the county coordinator.

10. Epidemic and Pandemic

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an epidemic or pandemic.

Scope

Subsequent to such a problem being identified and brought to the attention of the Incident Commander.

Core Functions

In the event of an epidemic or pandemic, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an epidemic or pandemic should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Initiate functional annexes as appropriate.
- Activate communications annex.
- Notify the school/site doctor, and public health officials. The public health officials and the school/site doctor shall provide recommendations for the school/site to follow.
- Advise staff and students of the public health officials' and school/site doctor's recommendations to follow.
- Provide information to the media regarding what the present actions of the district are.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the public health officials' and school/site doctor's recommendations.

11. Hostage Kidnapping

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a hostage or kidnapping.

Scope

For hostage-taking and kidnapping cases. There are two primary types of abduction:

- Kidnapping: taking of a person by abduction
- Custodial interference: a relative of a child less than 16 years, who intends to hold such child permanently or for a protracted period of time and, knowing that he/ she has no legal right to do so, takes or entices such child from a lawful custodian, (i.e., school environment)

Core Functions

In the event of a hostage/custodial interference, school/sites will contact emergency services agencies for their assistance. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter-in-Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of Hostage/Kidnapping should notify the principal/director as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiate functional annexes as necessary.

Staff Actions:

- Immediately contact the building administrator who will call 911.
- Administrators may initiate school lockdown.
- Gather pedigree information regarding missing child.
- Try to identify any potential witnesses – This is crucial to the success of locating the child quickly and unharmed.

12. Civil Disturbance

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a civil disturbance.

Scope

For any type of civil disturbance inside or outside of school/site(s), such as riots, sit-ins, racial conflict or long altercations.

Core Functions

In the event of a civil disturbance, school/sites will notify the District Superintendent and 911 if necessary. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a civil disturbance should notify the principal/director as soon as possible.

Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiate school lockdown if necessary.
- Follow up with the District Superintendent and the coordinator of safety and security, the police and community leaders and other appropriate parties for opening school the next day.
- Update staff before school begins.
- Consider calling in counselors to be available the next day.
- Initiates functional annexes as appropriate.

Staff Actions:

- Keep the command post advised of any additional information.
- Gather information as to what is taking place, the number of people involved and the intentions of the group.
- Move away from the areas where confrontations may occur.

13. Bus Accident

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect from further injury students/staff and school property as well as procedures to follow in the event of a bus accident.

Scope

Bus drivers shall contact the transportation supervisor who will notify the transportation director. The director will advise.

Core Functions

In the event of a bus accident schools will contact emergency services agencies for their assistance.

Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to further injury. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place (on bus)
- Evacuation (from bus)
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a bus accident shall notify the principal/director as soon as possible. Appropriate notifications shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as appropriate.
- Activate communications annex.
- Notify the building administrator.
- Assign a designee to respond to the hospital if students need to be transported there.
- Provide information to the media regarding the plan implemented by Monroe 2-Orleans BOCES.
This will usually be done in conjunction with the home district or may be done by the home district.

Staff Actions:

- The driver, if possible, will immediately notify the transportation supervisor.
- The driver will ensure the students are in no further danger.
- The driver will request assistance from fire, ambulance and police as is appropriate.
- The driver will initiate the Accident Report Procedure with the first priority being to establish a list of names of students on the bus.
- The transportation supervisor will notify the Incident Commander.
- Building Administrators after being notified will notify parents of children who were injured or shall be late arriving home.
- Parents will be encouraged to not respond to the scene of the accident.

APPENDICES

The appendices are included for the purpose of documenting vital information necessary for emergency response. These tables should be completed with the requested information, or a suitable replacement inserted in their place. This information should be continually updated to avoid confusion and delay during emergency responses.

Appendix A – Communications

The following tables should be completed with the requested information. Expand tables to include all information as needed.

CTE Building – Administrative Staff

Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
Boughton, Paula	Special Prog. Supervisor	352-2470		YES	NO
Alampi-Cortez, Theresa	Asst. Principal	352-2675		YES	NO
Britt, Tony	Asst. Principal	352-2480		YES	YES
Slavny, Jill	Executive Principal	352-2470		YES	NO
Thering, David	Asst. Principal	352-2717		YES	NO

CWD Building – Administrative Staff

Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
Gareau-Kurtz, Shawna	Director	349-9102		YES	NO
Horowitz, Rebecca	Asst. Director	349-9121		YES	NO

Audiology Building – Administrative Staff

Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
Gagnier, Toni	Department Chairperson	352-2631		YES	NO

CTE Building – Faculty

Room	Name Last	First	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
MO - 110E	Pogel	Allysia	352-2462		NO	NO
301	Muscarella	Richard	352-2607		NO	NO
D-411	DiMora	Jamiela	352-2493		NO	YES
102A	Young	Taylor	352-2759		NO	NO
MO	Alampi-Cortez	Theresa	352-2675		NO	NO
MO	Britt	Tony	352-2480		YES	NO
MO	Thering	David	352-2717		YES	NO
C-317	Sleight	Travis	352-2655		YES	NO
102D	McConville	Lisa	352-2484		NO	NO

102C	TBD-Counselor		352-2455		NO	NO
A-111	Ventura-Tran	Deb	352-2460		YES	YES
D-408	Thorndike	Stephen	352-2708		NO	NO
MO - 110G	Comanzo	Doug	352-2777		NO	NO
A-110	Beadling	Pete	352-2657		NO	NO
A-110	Kubitz	Al (PE Teacher)	352-2471x2203			
C-315	Luce	Stephen	352-2471x2227		NO	NO
D-401	Zabawa	Loriann	352-2435		NO	NO
E-511	Roberge-Karns	Jenna	352-2471x2232		NO	YES
E-511/E513	Olson	Lori				
E-518	Graham	Steven	352-2471		NO	YES
B-205	Staskiewicz	Adam	352-2471x2214		NO	NO
C-311	Corona	Dominic	352-2747		NO	NO
E-513	LaGambino	Amy	352-2471x2231		NO	NO
D-416	Montagliano	Kelly	352-2645		NO	NO
C-305	Doran	Lisa	352-2662		NO	NO
E-516	Steves	Timothy	352-2471x2222		NO	NO
E-516	Billitier	John	352-2471x2222			
D-402	Lupisella	Carol	352-2435		NO	NO
D-408	McLean	Jeffory	352-2471x2233		NO	NO
D-414	Noto	Tom	352-2471x2211		NO	NO
D-413	Payne	Jim	352-2471x2242		NO	YES
D-407	Piccolo	Rachael	352-2471x2253		NO	YES
D-407	Dentinger	Lisa				
C-302	Snyder	Felicia	352-2669		NO	NO
E-106/108	Padlick	Joshua	352-2748		NO	NO
E-106/108	Hands	Lukas	352-2748			
D-403	Thorndike	Stephen	352-2708		NO	NO
E-503	Cohen	Chris	352-2740			
C-306	Sharpe	Peter	352-2471x2223		NO	NO

A-119	Ramsdell	John	352-2422			
B-206	Shalke	David	352-2471 x2215		NO	NO
C-312	Canfield	Kyle	352-2471 x2221		NO	NO
D-403	CWD Space		352-2692		NO	NO
Off-site	Suess	Pamela	TBD		NO	NO
Off-site	Mould	Leah	TBD		NO	NO
B-204	Walczak	Brian	352-2213		NO	NO
E-504	Wise	Matthew	352-2471 x2252		NO	NO
E-503	Slocum	Jim	352-2471 x2249		NO	YES
E-503	Chamot	Jim	352- 2471x2206		NO	NO
A-109	Spindler	Sarah	352-2652		NO	NO
A-109	Tanner	Leslie	352-2614		NO	NO
D-406	Barnard	Scott	352-2426		NO	NO
D405	Strachan	John	352-2617		NO	NO
B-207	Nowicki	Joe	352-2471 x2216		NO	NO
?	Zalyski	Justin	352-2618		NO	NO
E-518	Burrows	Walt	352-2471 x2224		NO	NO
D-417	Probst	Jennifer	352-2471 x2240		NO	YES
C-316	Schmitt	Michael	352-2471 x2226		NO	NO
C-303	Mantisi	Marisa	352-2667		NO	NO
Cos	Wilson	Julie				
C-313	Draper	Richard	352-2471 x2264		NO	NO
C-313	Chase	Mark	352-2471 x2218		NO	YES
D-416	James	Patricia	352-2645		NO	NO
E-503	Donlon	Steve	352-2471 x2249		NO	NO
B-122	Stanley	Jon	352-2471 x2214		NO	NO
B-202	Grant	Chad	352-2471 x2227		NO	NO
102E	Gage Steves	Brandilyn	352-2459		NO	NO
102B	Christensen	Cindy	352-2733		NO	YES

D-407	Rabjohn	Linda	352-2253		NO	NO
A-115	Doherty	Melissa	352-2487		NO	NO
A-115	Sharpe	Allison	352-2653		NO	NO
A-115	Allen	Catherine	352-2641		NO	NO
A-115	Tese	Justin	352-2730		NO	NO
?	Crist (IS)	Linda	?		NO	NO
?	Knitter	Leanne (Trans Spec)			NO	NO
E-514	Ebbs	Jerome	352-2742		NO	NO
C-315	James	Ryan	352-2471x2218		NO	NO
A-115	Sheehan	Melissa	352-2653		NO	NO
A-111	Cekus	Kristie	352-2431		NO	YES

CWD Building – Faculty

Room	Name Last, First	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
B-205	Becker, Andrew	314-7231	Instructor-Evening	NO	NO
D-414s	Carter, Diamond	623-2038	Instructor-Evening	NO	NO
E-511	Codori, Rick	314-3109	Instructor-Evening	NO	NO
E-513	Cohen, Christopher	362-6813	Instructor-Evening	NO	NO
E-513	Cozan, Sean	820-9686	Instructor-Evening	NO	NO
Lit/Off-site	Danilenko, Angela	705-0301	Instructor-Day	NO	NO
CDL	DiProspero, Al	426-3111	Instructor-Evening	NO	NO
CDL	Doll, Andrew	573-3250	Instructor-Evening	NO	NO
Literacy	Gerringer, Rebekah	483-6391	Instructor-Day	NO	NO
Ind Oper	Gravelle, Brian	216-777-0880	Instructor-Evening	NO	NO
Lit/Remote	Halecki, Mary	494-0375	Instructor-Day	NO	NO
CDL	Henderson, Kimberly	455-1533	Instructor-Evening	NO	NO
Literacy/CNA	Marks, Ray	747-9822	Instructor-Evening	NO	NO
PCT/Strong	Rombaut, Cynthia	734-8754	Instructor-Evening	NO	NO
Dental Asst	Rosenberg, Kerry	735-5797	Instructor-Evening	NO	NO

HVAC	Ryan, Michael	739-4613	Instructor- Evening	NO	NO
Small Eng	Saeva, Ronald	738-6689	Instructor- Evening	NO	NO
Phleb	Sanford, Wesley	755-9933	Instructor- Evening	NO	NO
Resid Const	Scanzaroli, Don	797-3388	Instructor- Evening	NO	NO
Phleb	Shaw, Kate	349-9164	Instructor- Evening	NO	NO
CDL	Simmons, Eric	509-7352	Instructor- Evening	NO	NO
ESOL/Literacy	Smith, Blanche	450-9963	Instruc-Day & Even	NO	NO
Machining	Staskiewicz, Adam	629-0116	Instructor- Evening	NO	NO
Ind Operat	Stell, Kevin	967-5427	Instructor- Evening	NO	NO
Electrical	Tyll, Rick	208-9616	Instructor- Evening	NO	NO
Literacy	Vattana, Sounthorne	233-3373	Instructor-Day	NO	NO
HVAC	Ward, Michael	402-8982	Instructor- Evening	NO	NO
Nursing	Wildman-Mackey	317-2995	Instructor- Evening	NO	NO

Audiology Building –Staff

Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
Fauci, Rhonda	Secretary Audiology	352-2449		NO	NO
Green, Paula	Attendance/School Too	352-2638		NO	NO
Farley, Traci-Lynn	Audiologist	352-2449		NO	NO
Adams, Jacob	Audiometric Tech	352-2449		NO	NO

CTE Building – Support Staff

Room	Name	Title	Primary Contact	Safety Team Member	CPR/AED Certified
A-108	Radford, Lori	Admin Assistant - J. Slavny	352-2472	NO	NO
Main Office	Torres, Debbie	Reception	352-2471	NO	YES
A-102	Panella, Karen	Career/Counseling Support	352-2473	NO	YES
MO		Attendance Clerk	352-2629	NO	NO

	Rutherford, Emily				
Main Office	Zajonczkoski, Colleen	Secretary	352-2436	NO	NO
117	Beadling, Pete	Senior Teacher Aide	352-2657	NO	NO
C-315	Luce, Stephen	Student Behavioral Assistant	352-2471 x2227	NO	NO
D-401	Zabawa, Loriann	Student Behavioral Assistant	352-2435	NO	NO
MO- 110A			352-2769	YES	YES
D-416	James, Patricia	SBA	352-2645	NO	NO
A-113			352-2471 x2203	NO	NO
E-503	Donlon, Steve	SBA	352-2471 x2249	NO	NO
C-312	Manetta, Thomas	SBA	352-2648	NO	NO

CWD Building – Support Staff

Room	Name	Title	Position	Safety Team Member	CPR/AED Certified
A101	Aiello, Susan	349-9106	Prog Initiative and Custom Training	NO	NO
D418	Beaman, Nancy	349-9187	Student Support	NO	NO
A101	Carpenter, Nicole	349-9105	Data Support	NO	NO
D403D	Gareau-Kurtz, Shawna	349-9102	Director	NO	NO
D403D	Horowitz, Rebecca	349-9121	Assistant Director	NO	NO
D403E	Jones, Diane	349-9103	Admin Asst	NO	NO
D403F	Karger, Casey	349-9133	CT Program Spec	NO	NO
A101	Meyer, Jackie	349-9106	Testing Coord	NO	NO
A101	Pettway, Lateria	349-9101	Admission Support	NO	NO
A403F	Piersall, Nicole	349-9157	Program Specialist	NO	NO
D418	Stevely, Diane	514-9451	Student Support	NO	NO
D403F	Stowe, Jaclyn	349-9159	Student Support	NO	NO
A101	Waeghe, Janice	349-9100	Recept-Evening	NO	NO
D418	Wright, Megan	349-9155	Stud Serv-Evening	NO	NO
D403F	Yarton, Carolyn	349-9166	Program Specialist	NO	NO
D403F	Zulkosky, Jenni	349-9144	Student Support	NO	NO

District Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Comanzo, Douglas	Coordinator, Safety & Security	851-9283	352-2777	NO
Sleight, Travis	Director, Operations & Maintenance	406-0162	352-2655	NO
Security on Duty	Safety & Security	305-8890		NO

Transportation Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Pease, Heather	Director, Transportation	617-2720		

External Contact Information (Non-Emergency)

Agency	Contact Person	Primary Contact	Alternate Contact	Safety Team Member
State Police	Major Brian J. Ratajczak	911	398-4100	NO
MC Sheriff's Office	Captain Pat Rojas	911	753-4470	NO
Ogden Police	Chief Chris Mears	911	617-6131	NO
Fire Department	Chief Tom Clark	911	303-1460	NO
State Edu. Dept.	Rosanne Groff	518-474-3906		NO

Appendix B – Incident Command System (ICS)

The following tables include names and contact information of command staff and locations of command posts.

Incident Commander

	Name	Title/Department	Contact
PRIMARY	Britt, Tony	Assistant Principal	352-2675
SECONDARY	Alampi-Cortez, Theresa	Assistant Principal	352-2480
TERTIARY	Boughton, Paula	Special Program Supervisor	352-2698

Safety Officer

	Name	Title/Department	Contact
PRIMARY			352-2769
SECONDARY	Ventura, Deb	School Nurse	352-2623
TERTIARY			

Liaison Officer

	Name	Title/Department	Contact
PRIMARY	Boughton, Paula	Special Program Supervisor	352-2698
SECONDARY		Assistant Principal	352-2717
TERTIARY			

Public Information Officer

	Name	Title/Department	Contact
PRIMARY	Dawe, Stephen	Communications Manager	355-5967
SECONDARY	Dedei, Amanda	Asst. to Communications Manager	349-9067
TERTIARY			

Command Posts

	Interior	Exterior
PRIMARY	Main Office	Parking lot northwest corner
SECONDARY	Conference Room A/B	Educational Services Center
TERTIARY	A-102	

Appendix C – Emergency Response Teams

8 NYCRR Section 155.17 (e)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. The following tables are provided for the documentation of those teams your school/sites ERT and PRT, please add additional tables if other response teams are utilized.

Emergency Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Baldassare, Matt	Security	352-2798	5854743191
Boughton, Paula	Special Program Supervisor	352-2698	5859530281
Sleight, Travis	Director of Op. & Maintenance	352-2655	5854060162
Alampi-Cortez, Theresa	Assistant Principal	352-2675	5853016543
Miller, Jeff	Safety and Security	352-2798	5857043291
Britt, Tony	Assistant Principal	352-2480	5852080964
Comanzo, Douglas	Safety and Security	352-2777	5858312593
Slavny, Jill	Executive Principal	352-2470	5853058927
Ventura, Deb	School Nurse	352-2769	5854786589
Chief Gray	Ogden Police Chief Mears	5856176131	5856131262
DiSalvo, Dan	Gates Ambulance Response	5853196450	5852475519
Chief Clark	Ogden Fire Department	5853031460	5857508844
Thering, David	Asst. Principal	352-2717	
Gareau-Kurtz, Shawna	Director	349-9102	5858310237
Horowitz, Rebecca	Asst. Director	349-9121	5855203039

Post-Incident Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Baldassare, Matt	Security	352-2798	5854743191
Boughton, Paula	Special Program Supervisor	352-2698	5859530281
Sleight, Travis	Director of Op. & Maintenance	352-2655	5854060162
Alampi-Cortez, Theresa	Assistant Principal	352-2675	5853016543
Miller, Jeff	Safety and Security	352-2798	5857043291
Britt, Tony	Assistant Principal	352-2480	5852080964
Comanzo, Douglas	Safety and Security	352-2777	5858312593
Slavny, Jill	Executive Principal	352-2470	5853058927
Ventura, Deb	School Nurse	352-2769	5854786589
Chief Travis Gray	Ogden Police Department	5856176131	5856131262
DiSalvo, Dan	Gates Ambulance Response	5853196450	5852475519
Chief Clark	Ogden Fire Department	5853031460	5857508844
Thering, David	Asst. Principal	352-2717	
Gareau-Kurtz, Shawna	Director	349-9102	5858310237
Horowitz, Rebecca	Asst. Director	349-9121	5855203039

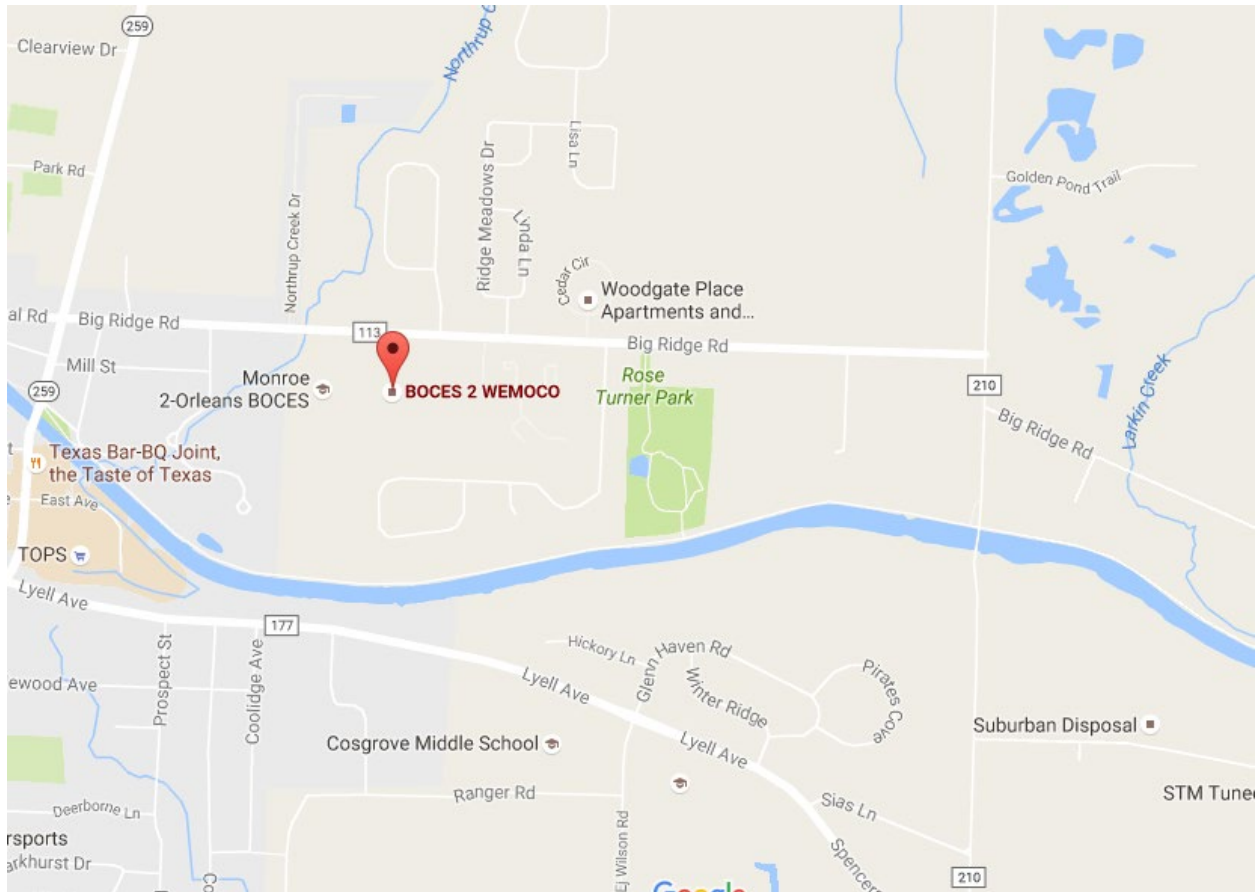
Appendix D – Memoranda of Understanding (MOU)

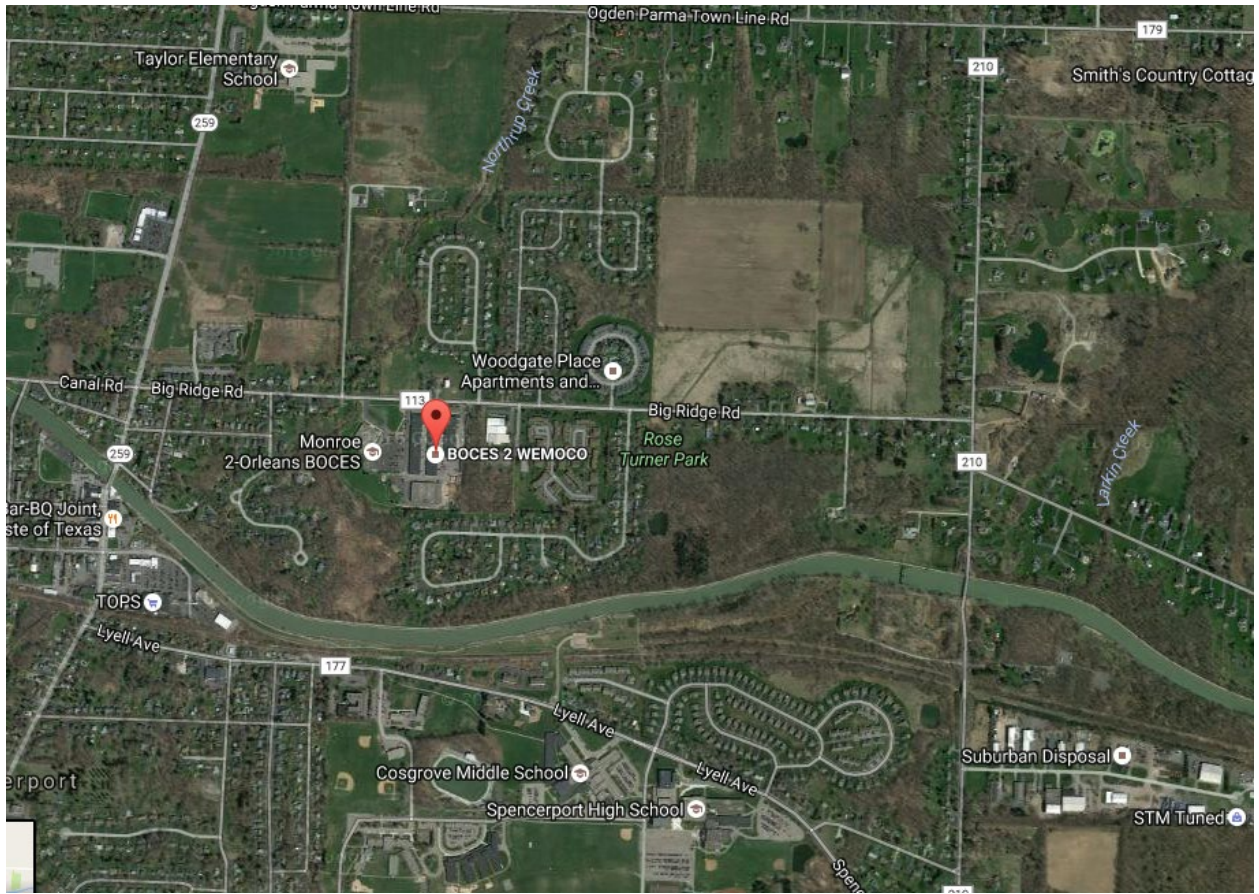
Not applicable to this site.

Appendix E – Master Class Schedule

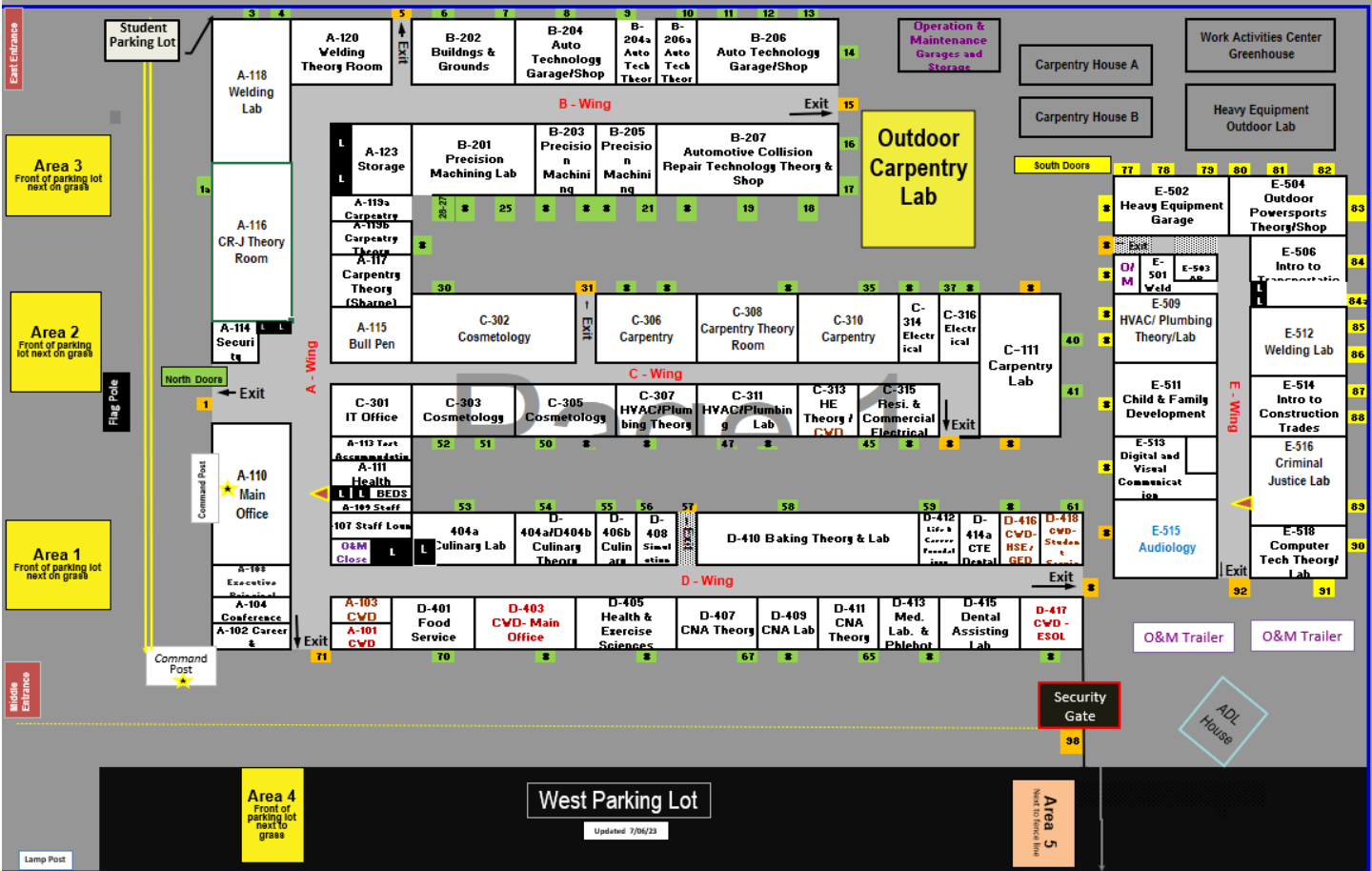
Appendix F – Building/Grounds and Local Road Maps

8 NYCRR 155.17 (e)(2)(iii) Procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school/site interior, school/site grounds and road maps of the immediate surrounding area.





CTE



Appendix G – Students/Staff/Guests with Special Needs

Room No.	Persons with Special Needs	Description of Needs

Appendix H – Mental Health

Symptoms of mental health disorders vary depending on the type and severity of the condition. Many times, changes and concerns can be addressed simply by contacting the family and asking that they follow up with a health care provider. At times, however, symptoms may be more severe and pose a mental health emergency. Possible signs that someone is having a mental health emergency are as follows:

- Confused thinking or change in typical style of interacting.
- Increased anger and/or mood swings
- High emotionality and/or inability to cope in the moment.
- Behaving recklessly in a manner that poses a risk to self or others.
- Expressing feelings of worthlessness or hopelessness
- Making statements or gestures indicating that s/he wishes to harm self or die.
- Making statements or gestures threatening to harm others
- Questionable influence of drug or alcohol use affecting current behavior

If a person is demonstrating any of the aforementioned signs of a mental health emergency, they should be taken seriously, and immediate action should be taken. The program supervisor should be notified, and a Risk Threat Assessment Plan may be activated.

Possible actions include:

- Call Security/911 if an immediate threat to student/staff safety is present.
- Arrest and/or mental hygiene arrest may be warranted.
- Isolate individuals as much as possible and maintain supervision at all times.
- Contact parent/guardian for student removal with recommendation to seek assessment and treatment, either through pediatrician, community-based mental health provider, mobile crisis team, and/or visit to emergency room if suicidal ideation or safety concern is present.
NOTE: Parent or guardian must be contacted in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide
- If students can be maintained on school grounds, consider contacting Mobile Crisis team (via Lifeline at (585) 275-5151).
NOTE: Family is charged a co-pay/fee when this is used on behalf of a student.

Appendix I – Violence Prevention

You can increase your ability to recognize early warning signs by establishing close, caring, and supportive relationships with students so that you know them well enough to note changes in their behavior patterns. Be aware that one of these signs alone may not be an indicator but one sign may lead you to look for more signs. Try to understand violence and aggression within context (culture/family background), avoid stereotypes, view warning signs within a developmental context, and understand that a child may typically exhibit multiple signs.

Early Warning Signs for Students at Risk:

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Having been a victim of violence
- Feelings of being picked on and persecuted.
- Low interest in school/poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Impulsive or chronic hitting, intimidating, and bullying.
- History of discipline problems
- Past history of violent/aggressive behavior and/or violence toward peers
- Intolerance for differences/prejudices
- Drug and/or alcohol use
- Caregivers have a history of drugs/alcohol involvement.
- Peer groups reinforce antisocial behaviors.
- Learned attitudes accepting aggressive behavior as normal and effective in solving problems.
- High level of violence in the home, neighborhood, or media
- Poor attendance and numerous school suspensions
- Affiliation with gangs
- Difficulty with social skills and poor peer relations
- Easily influenced by others/tendency to copycat.
- History of parental rejection, inconsistent discipline and lack of supervision
- Difficulty controlling impulses and emotions.
- Inappropriate access to, possession of, and use of firearms
- Serious threats of violence
- Poor personal hygiene
- Cruelty to animals
- Setting of fires
- Lack of remorse or empathy others

Imminent Warning Signs:

- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage for minor reasons
- Detailed threats of lethal violence

- Possession and/use of firearms and other weapons
- Self-injurious behaviors or suicide threats/expressions of hopelessness
- Irrational beliefs and ideas
- Verbal, non-verbal, or written threats or intimidation
- Fascination with weaponry/bombs and/or violent acts
- Expression of plan to hurt self or others.
- Externalization of blame
- Unreciprocated romantic obsession
- Fear reaction among fellow students or faculty
- Drastic changes in belief systems
- New or increased stress at home or school
- Inability to take criticism.
- Feelings of being victimized.
- Intoxication from alcohol or drugs
- Violence toward inanimate objects
- Steals or sabotages projects or equipment.
- Lack of concern for the safety of others

If you suspect that one of your students is exhibiting signs or is at risk of violence, contact your supervisor immediately.

Monroe 2-Orleans BOCES has a Threat Assessment Plan in place that can be activated to address related issues.

Appendix J – Bomb Threat Data Sheet

Date: _____

Time: _____

Your name: _____

Position: _____

Phone: _____

Exact wording of the threat:

Questions to ask:

1. When is the bomb going to explode?

2. Where is the bomb 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? Why?

7. What is your name and address?

Threat Information:

Gender of caller: _____

Race of caller: _____

Age of caller: _____

Length of call: _____

Number at which threat call was received:

Number from which threat call was made:

Threat Language:

____ Electronic ____ Foul language
____ Incoherent ____ Irrational
____ Taped ____ Well-spoken
____ Other _____

Caller's voice:

____ Accent (type): _____
____ Angry ____ Calm
____ Crying ____ Deep breathing
____ Disguised ____ Excited
____ High-pitched ____ Intoxicated
____ Loud ____ Low-pitched
____ Nasal ____ Slow
____ Soft/whisper ____ Stutter
____ Other _____

Background noises:

____ Animal(s) ____ Airplanes
____ Cell phone ____ Factory noises
____ House noises ____ Music
____ Static ____ Traffic
____ Voices (describe) _____



Monroe 2-Orleans BOCES

PANDEMIC PLAN

**Updated
June 2, 2020**

Defining the Plan

According to the World Health Organization (WHO) pandemic is a worldwide spread of a new disease. (Feb 2020 WHO website)

Influenza pandemic occurs when a new influenza virus emerges and spreads around the world. Most people have no immunity.

The Purpose of the Guide

The purpose of this document is to assist in managing the impact of an influenza, pandemic or other Department of Health reportable illness, if one should transpire, that affects the BOCES 2. This document focuses on two main strategies which include:

- Sustaining educational functions.
- Reducing the spread of illness within school facilities.

This guide provides procedures to address:

- Communication to schools from external sources regarding a pandemic illness and internal communications within the school.
- Activities to reduce the spread of the illness:
 - Reducing the risk of infected persons entering BOCES 2 Schools, including students, staff and all visitors.
 - Student spacing – reducing person-to person interactions.
 - Social distancing – reducing or postponing school events or activities.
 - Cleaning and disinfecting school facilities.
 - Educating parents/students/staff to address potential concerns.
 - Address those students/employees that may become ill while at school as well as those who may have been exposed to a virus.

Prevention

- Disseminating information regarding:
 - Prevention strategies.
 - Other public health guidance provided by governmental agencies.

- Maintaining School Functions:
 - Identify essential staff and school functions.
 - Plan for absenteeism of students and/or staff members.
 - Communicate with parents/guardians/students/staff.
 - Education for employees/students/parents/guardians regarding the pandemic.

The District-Wide Health & Safety Committee

Management of Operations

- The District-Wide Health & Safety Committee and District Superintendent/designee, including Nursing Department Chairperson/designee and Occupational Health Nurse will be responsible for the pandemic plan.

- The Communications Manager will be responsible for communications as directed by the District-Wide Health & Safety Committee.

- If necessary, the District-Wide Health & Safety Committee will be assembled. This team will be responsible for the implementation of the pandemic plan.

- If necessary, the District Superintendent/designee may initiate an Incident Command Center at the ESC Building to manage the pandemic plan. The command center will collaborate with the BOCES 2 Physician, the Monroe County Health Department, Component Districts and other local, county and state agencies.

- Planning by the District-Wide Health & Safety Committee will include input from the BOCES 2 Physician and the Nursing Department Chair/designee, Occupational Health Nurse, teachers, administration, parent representatives and other members of the community as appropriate.

- The District-Wide Health & Safety Committee will review the local emergency response and public health plans. The review of the District's communicable disease policies and procedures will be completed by the Chief Emergency Officer, BOCES 2 Physician and the BOCES 2 Nursing Department Chair/designee and Occupational Health Nurse.

- The necessary Personal Protective Equipment (PPE) will be provided, as available and used as directed by the Monroe County Health Department, CDC, NYSDOH Our communicable disease regulations refer to guidance from NYSDOH & local Health Department.
- All staff absences will be monitored by individual building administration. Any spikes or excessive absences will be compiled and sent to the Director of Human Resources.
- The Nursing Department Chair/designee will be responsible for reporting Upper Respiratory Illness (URI) student absences to the District Superintendent's Cabinet.
- Upon notification to the District Superintendent/designee by the Monroe County Public Health Department that a pandemic is occurring, the District-Wide Health & Safety Committee will:
 - * Set up prominent notices at all facility entry points advising students and visitors not to enter if they have Upper Respiratory Illness (URI) like symptoms or other identified criteria.
 - * Educate employees, students, parents and visitors on how to stop the spread of the virus by disseminating the appropriate information to each school. The information will then be placed in conspicuous places (including entrances, bulletin boards, meeting rooms and restrooms). Notices should contain hygiene information regarding hand washing, cough and sneeze etiquette and student spacing.
 - * The district website will be used for periodic health updates and advisories. Connect Ed will be used as warranted to process rapid notifications to staff and families in the community.
 - * The Monroe 2 BOCES Director of Operations & Maintenance, in cooperation with the Nursing Department will take measures to ensure the presence of PPE & hygiene related supplies, for employee and student use and OSHA approved cleaning supplies for employee use.
 - * Decisions on how and when to operate the school system with a significant shortage of staff and students will be made by the District Superintendent/designee. Such a decision will be made in conjunction with the Monroe County Health Department, the NYS DOH, Centers for Disease Control, the Component School Districts and the Monroe 2 BOCES Nursing Department Chair/designee when appropriate. These decisions may also consider alternatives such as staggered school times, changes to busing and telecommunications. Criteria for implementing containment measures, such as but not limited to

cancelling of events and other mass gatherings will be determined by the District Superintendent/designee in collaboration with local, State, and Federal guidelines.

- * Procedures to assure continuity of instruction will depend on the variables of the pandemic event. Alternative methods of instruction may include webcasts, e-mail, television or radio broadcasts or other alternative methods. In some cases, a decision may require prolonged school closure and complete postponement of instruction until a later date, such as during previously scheduled vacations. Each BOCES 2 instruction site has formulated continuity of instructions plans to be included in each of the sites Emergency Response Plans (ERP).

Communication for Schools

- * Monroe 2 BOCES has aligned its pandemic plan with the Monroe County Health Department, as well as the Federal and New York State Department of Health and Human Services and the Centers for Disease Control. Pandemic guidance will be consistent with these agencies' recommendations in order to coordinate an appropriate response and to avoid causing unnecessary concern. Key features include Working closely with the Monroe County Health Department and establishing communications mechanisms among BOCES 2 School Personnel, Component School Districts and with the community at large.
- * The primary communication channel will be the Monroe County Public Health Website located at <http://www.monroecounty.gov/health-index.php>. Specific information for schools will also be made available both through the aforementioned website and through the Monroe 2-Orleans BOCES Website.
- * The District Superintendent/designee and/or Communication Group Manager will act as spokesperson(s) for the district. Communication channels will be used according to the nuances of the pandemic which may include website information, school and district newsletters, e-mail and the district's automated telephone message system (Blackboard Connect). All staff will be advised to refer outside media inquiries directly to central office. Scripts for building office staff, nursing, and teaching staff will be provided when appropriate for a consistent message to be given out to everyone.
- * Communications to employees will be placed in each individual school

emergency plan. The Building Administrators will advise the employees in advance where to find up-to-date and reliable information about pandemics. While efforts will be made to inform staff in a timely fashion of all new developments, during actual outbreaks and especially during high district level problem-solving that may take time, minor communication delays may occur. Building Administrators will remind staff that they should only regard official district communications as valid and that patience by all may be required and will be appreciated.

- * Upon authorization of the District Superintendent/designee, communications will be made via the district's automated telephone message system, e-mail, and/or the Monroe 2-Orleans BOCES website, www.monroe2boces.org.
- * The Communications Manager will provide links to the Monroe County Health Department website, the Federal and the New York State Department of Health and Human Services, and the Center for Disease Control that will be disseminated via e-mail and/or the BOCES 2 website www.monroe2boces.org.
- * The Nursing Department Chair/designee and Occupational Health Nurse, in cooperation with the Communications Manager, will provide educational communications regarding best health care practices and community resources related to specific pandemic.
- * The District Superintendent/designee will provide communications regarding school policies for employee's compensation and sick leave absences, mandatory exclusions, and enforcement that may be unique to a pandemic.

Reducing the Spread of Illness

- * The dissemination of information pertaining to the district's Pandemic Preparedness and response plan will be made available on the BOCES 2 website.
- * The district will have rapid and accurate communications. Communications will strive to reduce panic and address the potential for fear and anxiety that the students and/or families may have as a result of rumors or misinformation.
- * To the greatest extent possible, the BOCES 2 will disseminate

information for parents about the potential impact of a pandemic on school functioning. Families will be advised at the start of each school year to have a family emergency plan in place for childcare and intra-family communication in the event of prolonged school closure, as well as to keep the district accurately informed of all emergency contacts as they may change over the year.

- * To the greatest extent possible, the district communications will be culturally and linguistically appropriate to meet the needs of all students/families.
- * The Nursing Department Chair/designee will compile a list of medically fragile students. In the event that the illness spreads, these families will receive verbal and/or written notification.

Student Spacing (social distancing)

Student spacing refers to use of physical distance among students and exposure time among individuals to reduce the spread of illness between people. In the event of a pandemic, BOCES 2 will distribute education and guidance on student spacing to all staff, students and parents according to CDS Guidelines.

Where possible, please consider the following student spacing strategies:

- Spacing student's desks / work surfaces
- Limiting group activities and interaction between classes.
- Creating an isolation room adjacent to, or in close proximity to, the health office to maintain symptomatic students, while awaiting transportation home.

School Cleaning

- * Frequent and routine cleaning will remain the best practice. BOCES 2 will follow the local, state, and federal guidelines for cleaning practices during a pandemic outbreak. Specialized cleaning solutions may not be necessary. Therefore, standard cleaning products and soap and water may be adequate to disinfect most surfaces. OSHA approved products will be used according to the manufacturer's instructions to ensure adequate amounts of appropriate drying periods are followed.
- * Appropriate ventilation, such as opening windows, to the facility will be used to ensure a clean learning atmosphere.

- * The Director of Operations & Maintenance will establish a schedule for cleaning and changing filters of the heating/air conditioning systems. This should occur more frequently during a pandemic.
- * To the greatest extent possible, staff will be advised not to share telephones. If it is essential that they are shared, they should be disinfected and use approved cleaning solutions always maintaining good hand hygiene.
- * Details regarding cleaning solutions can be found located on the fact sheets at the Monroe County Department of Health Website.

Educating Students/Staff/Parents to Inform and Address Concerns

It is likely there will be anxiety regarding the pandemic influenza, and this may contribute to increased absenteeism and/or increased distress to students, parents and staff. Suggested methods to address this include:

- * Educating those involved in the BOCES 2 preparedness and ongoing management efforts.
- * Provide timely updates to students, parents, teachers and other relevant parties.
- * During a pandemic, continue to educate staff, students and parents regarding the progress of the pandemic, its avoidance, and its effects.
- * As needed, work with local resources and local public health officials to assure support mechanisms are readily available. (For example: counselors, mental health, social services and faith-based resources.)

Managing Illness in Staff, Students or Visitors

- * The Building Administrators, based on central office guidance, will post information on what to do if people get sick while at school.
- * BOCES 2 Administration, in conjunction with the Communications Manager, will inform staff and students regarding symptoms of the illness.
- * The BOCES 2 Physician in collaboration with the Nursing Department Chairperson/designee & Occupational Health Nurse will review and approve BOCES 2 Infection & Exposure Control Manual for managing suspected or confirmed illness, including identification criteria, infection control, personal protective devices, and exclusion criteria.

- * If a student becomes ill or if someone observes that another person is exhibiting symptoms of URI at school, staff will direct the student to the health office for evaluation and when indicated by the school nurse, ensure that the ill person leaves the school as soon as possible, and does not return until the exclusion period has been lifted. Ill students should wear a mask, as tolerated and wait in the isolation room until dismissed or picked up from school.
- * To the greatest extent possible, the transportation of ill students will be done by a parent and/or guardian. If the student is transported by a bus, a mask should be worn by the effected student, as tolerated.
- * Parents of ill students will be directed to seek medical care. The BOCES 2 Physician and/or School Nurse Practitioner will advise nursing staff on complicated cases, following the recommendations of the Local County Health Department.
- * Staff that become ill while at work will immediately don a mask and proceed with self-isolation. They will contact their supervisor and they will leave their worksite as soon as possible.
- * Parents and/or students, as well as staff members, will adhere to guidelines set forth by the Monroe County Health Department regarding standard baselines for staying home and when they may return to school. Supervisors and Building Administrators working in cooperation with teaching and nursing staff will enforce mandatory exclusions.
- * The Nursing Department Chair/designee will report early dismissal and/or absence to NYSDOH, local DOH, and/or designated reported entity, on a daily basis as requested.

Continuity of Operations

The BOCES 2 Business Continuity Plan will be utilized should it be required during a pandemic.

Required Personnel

- * All district-level administrators – to assist with communication, work with other agencies and plan accordingly.

- * All Building Administrators – to assist with communication, building guidance and enforcement, and planning with district level administration.
- * Secretarial staff – to assist in carrying out the plan of action as directed by the district office and building administrator.
- * All Operations & Maintenance staff members – to ensure a safe, clean environment.
- * All nursing staff members – to assist in planning and promoting safe and healthy environments; to identify and manage staff and student illness; to assess, stabilize, and triage individuals with URI, and to assist the Building Administrators in enforcement of mandatory exclusions.
- * All budgetary and payroll issues that arise due to a pandemic will be addressed according to state and federal law, school district policy and the idiosyncrasies of the pandemic.

Alternative Education Methods

Monroe 2 BOCES reserves the right to educate children based on the details of the pandemic.

Alternative modes of education may be delivered by web-based learning, e-mail, television/radio broadcasts and/or U.S. Postal Service. Alternatively, postponement of instruction with make-up sessions over previously planned vacations may be required based on local, state and federal guidance, as well as the feasibility of extended out-of-school instruction.

School Pandemic Maintenance

- * The District Pandemic Plan will be reviewed and revised annually by the District-Wide Health & Safety Committee
- * The plan will be tested periodically. Relevant agencies, such as the Monroe County Health Department, may be involved in the test.

Appendices

1. Instructional

- Career Technical Education (CTE)
- Westside Academy
- Exceptional Children
 - Exceptional Children Learning Center / ADL House
 - Ridgecrest Academy
 - Exceptional Children Westview
 - Village Plaza
 - Paul Road Transition
- Center for Workplace Development (CWD)

2. BOCES 4 Science

3. Business

4. HR

5. CaTS

6. Communications

7. Operations and Maintenance

Instructional

Career Technical Education- CTE

CTE Emergency Response Plan Annex

Pandemic Plan

Stage: Preparations before confirmed case/LEVEL 1 (*Actively Monitoring-No Cases locally*)

- Staff reminded to go home/stay home if sick
- Staff and students encouraged to use good infection control practices, proper hand washing live demonstrations by CNA students and staff, proper hand washing video shared across department
- Education about proper use of masks
- Reviewed O&M cleaning and disinfecting practices and schedule for improved collaboration
- Hand sanitizer and disinfecting wipes made available across the department
- Isolation room identified (Main Conference Room)
- Staff asked to consider social distances if/when appropriate or possible without causing unnecessary concern
- Lists compiled of all upcoming events/activities beyond classroom instruction
- Events/activities reviewed on a case-by-case basis
- Staff encouraged to consider creative WBL activities as alternatives to external activities
- Staff encouraged to review instructional technology options and consider expanded use (Schoology, Remind App, P drive), implementation support offered by Instructional Specialists and colleagues with extensive experience using the technology
- Staff asked to expand sub plans and collaborate with colleagues so student cohorts can be merged if necessary
- Staff encouraged to review curriculum maps and consider units/lessons requiring less lab/application in case on-line learning is necessary
- Staff surveyed to determine computer and internet access at home, laptops prepared and sent home on Friday with staff lacking technology at home
- Staff advised to know passwords and confirm access to resources for use at home, email with Technology Tips shared across department
- Staff asked to review steps necessary to close classrooms for extended periods of time and communicate concerns with administration
- Attendance secretaries (student and staff) asked to alert administration to increased absences or clusters
- Office staff asked to review daily and weekly tasks and confirm that a colleague is cross trained on all necessary tasks
- Staff advised to update contact information with HR for communication purposes (especially if they did not receive notification about the recent snow day)
- Staff encouraged to process direct deposit request

- Communication with families who opted out of hand sanitizer use at start of school year to confirm desire to continue opt out
- Agency-wide communication to families

Stage: Strategies for single or minimal confirmed case(s)/ LEVEL 2 (*Containment-Cases identified locally*)

- Level 1 practices continue
- WBL activities in large healthcare facilities cancelled
- Classrooms in healthcare facilities/public facilities relocated to main campus
- WBL group activities (field trips, competitions) cancelled for a 2-week window
- Planned events with large numbers expected (Craft and Vendor Show, ProStart Competition) cancelled for a 2-week window
- Remaining WBL considered on a case-by-case basis
- If one or a few students are impacted, we will use our existing process for Long Term Suspended and/or Medically Absent students. Work will be provided through electronic means and/or courier where necessary

Stage: Outbreak in school/high number of students and staff affected/LEVEL 3 (*Mitigation-Confirmed Cases among students/staff*)

- Level 1 and Level 2 practices continue
- Merge classrooms/cohorts if necessary
- Review remaining WBL activities, events reviewed and cancelled as necessary
- Modified instruction available through instructional technology and/or distance instruction
- Hard copy units/lessons provided to students without necessary technology at home

Westside Academy

Westside Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers are all prepared with distance learning and online resources to teach, including using Zoom
- All students have emails and logins for all instructional materials
- Students have given / shared with us, through a form, their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Counselors and Related Service are prepared to communicate with all students if there is an outbreak through Zoom and Phone calls
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Ensure students have appropriate vaccination.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, we will use conference room #15 from the nurse's office as a potential place of isolation, until their parents are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-entered.
- Determine process for re-opening schools or reconvening students • Follow policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Westview

Westview Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room across from the nurse's office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.

- Work together with DOH when a case or cases are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Ridgecrest Academy

Ridgecrest Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurses will give hand washing training to all 8:1:2 and 6:1:2 students. Students in 6:1:1 classrooms will watch a video on proper hand washing during Science class.
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Reconfigure seating in classrooms to insure optimal spacing.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers will extend how far their sub plans go out in case they become ill and are out of the building for an extended period of time.
- Encourage any staff that hasn't to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Review policies and practices related to handling animals in school or on field trips.
- Ensure students are appropriately vaccinated.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms we will use the sensory regulation room as a potential place of isolation, until their parents are able to pick them up from school or we are able to send them home in a car service.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with LDOH/DOH when a case or cases are known so that close contacts and sources can be identified. You can expect to help LDOH/DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)

- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re
- Determine process for re-opening schools or reconvening students • Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Paul Road Transition

Paul Road Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the student calm room across from the nurse's office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Rochester Tech Park

Rochester Tech Park Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room (next to Shannon Alvarado's office) and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Village Plaza

Village Plaza Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the staff break room across from a restroom and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Center for Workplace Development- CWD

CWD Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Communicate to staff and student's critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Post information related to preventative measures throughout CWD.
- Encourage students and staff to engage in effective preventative practices.
- Reinforce routine cleaning and sanitation practices.
- Develop response plan for +600hr job training programs (Dental Assistant, Medical Office Assistant, HVAC/R)

****COVID-19 SPECIFIC PLAN****

- Program suspension approved (3/12/20) by COE, NYSED, and USDOE
 - Length of suspension defined organizationally through Monroe 2-Orleans BOCES.
- Financial Aid calculations will need to be re-run with appropriate dates and other considerations as outlined by USDOE.
- Notify COE Advisory Boards of program changes and any business partner who may be anticipating internship starts.
- Notify COE and NYSED of program disruption and projected re-start date.
- Consider restructuring specific job training program calendars to prepare for outbreak (i.e., Nurse Assistant, Phlebotomy)
- Ensure instructors have current contact information for students.
- Send email to staff regarding checking voicemails from home.

Single Case (What are we doing when there is a confirmed case)

- Communicate to staff and student's critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Advise staff and students that are sick to stay home from work/class.
- Create a revised attendance policy in event of outbreak
- Increase social distance within classroom and office settings.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean all CWD offices and classrooms
- Determine who the staff/student was in direct contact with since symptoms were observed.
 - Begin conducting active screenings for illness in the office.
- If single case occurs at RTP, coordinate with CTE partners to explore relocation options.
- Consider cancelling Literacy and ESOL courses until further notice.

Outbreak in School

- Communicate to staff and student's critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Adopt revised attendance policy.
- Suspend all Literacy, ESOL, Nurse Assistant, and Phlebotomy and Continuing Education programs until further notice.

- Suspend all non-essential programming and consider executing essential functions remotely.
 - General email accounts monitored by Linda Rice and Nicole Carpenter.
 - Main phone line message posted indicating closing and direct caller to CWD website for current information.
- Adopt response plan for +600-hour job training programs – Outlined in Preparation Stage.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean CWD Offices.
- Monitor main phone line messages, and inquiry emails submitted through CWD website.

Epidemic (What are we doing when many students and staff are infected)

- Follow all guidelines communicated through Monroe 2-Orleans BOCES,
- Follow all protocols outlined during Outbreak
- Develop re-entry plan
 - Cleaning protocol
 - Communication plan to students/staff

Critical Considerations:

Essential Function	Person Responsible	Technology Needs
Financial Aid	Mike DiPasquale	BOCES laptop / VPN
Payroll	Nicole Carpenter	BOCES laptop
Attendance (Only for Distance Learning)	Nicole Carpenter	BOCES laptop / XenDirect
Monitor main phone line / 1 st level response to website inquiries	Angela Capobianco (Nicole Carpenter/Linda Rice)	None

- Kryterion Testing needs to be postponed following guidelines listed above.
- Prometric Testing – Is anything scheduled in the next 2-4 months?
- Program reporting – What State/Federal reports are coming due in the next 2-4 months?
- IPEDS
- CTEDS
- Consider mail delivery – Do we have a Post Office that holds mail? Do we have it redirected to ESC/CTE? Do we utilize essential personnel to handle incoming mail?

BOCES 4 Science

BOCES 4 Science Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Cleanliness: Personnel are reminded to:
- Wash hands regularly and for at least 20 seconds with warm water
- Use Monroe 2-Orleans BOCES provided hand sanitizer – particularly when transitioning between various tasks or when in common area (i.e., breaking down ESP kits)
- Clean personal work areas with Monroe 2-Orleans BOCES approved cleaning supplies (wipes, etc....) multiple times throughout the day in addition to regular and “deep” cleaning conducted by O & M personnel. Note: O & M will provide cleaning supplies approved for use at Monroe 2-Orleans BOCES.
- Increase social distances – including at workspaces and during breaks
- Stay home when sick – particularly when exhibiting symptoms consistent with COVID-19

Communication:

- Regular updates through weekly meetings at BOCES 4 Science, the Monroe 2-Orleans BOCES website, email, hard copy documentation, or other methods as appropriate
- Multiple posters are posted at entrances and throughout the building with information regarding COVID-19 and preventative measures
- Education regarding cough/sneeze etiquette
- Review of practices related to live materials at BOCES 4 Science
- Opportunities to meet with the BOCES 4 Science Director or Assistant Director to ask questions or clarify released information

Confirmed Cases (Single Case, Outbreak in School, Epidemic):

- Instructional: Professional Learning, Training, and Coaching
- In the event that Instructional Personnel are absent due to infection, then BOCES 4 Science will aim to, when possible:
- Support learning opportunities with other personnel – including administrative staff and other instructional staff part of the BOCES 4 Science Team (from Monroe 1 BOCES, WFL BOCES, or GVEP)
- Engage in digital learning opportunities via Zoom (or other digital communication)
- Reschedule learning opportunities
- Cancel (as a last option)

Students: BOCES 4 Science has 3-5 Work Based Learning Students. In the event that a student is exhibiting signs of COVID-19, he/she will use the office of the Director of BOCES 4 Science as an isolation room until the student can be transported back to his/her home district. At that point, O & M will be informed and will plan for a deep cleaning of the office.

Business/Internal Operations:

- In the event that Kit Processors and/or Stock Clerk/Couriers are absent due to infection, BOCES 4 Science will aim to continue production and shipping of resource kits to districts, when possible, by:
- Reorganizing Stock Clerks/Couriers and/or Kit Processors to support production and shipping of resource kits:
- This may include using Stock Clerks/Couriers to produce resource kits and Kit Processors to assist with shipping
- In the event that many staff are absent due to infection, then professional and office staff will support kit production and shipping as necessary
- In the event that Office Staff are absent due to infection, administrative staff (including the Director of BOCES 4 Science, Assistant Director of BOCES 4 Science, Production Manager, etc....) will support clerical functions including, but not limited to:
- Supporting districts throughout the process to lease kits
- Routine communications with district representatives and BOCES 4 Science staff
- Purchasing materials and supplies
- Note: BOCES 4 Science continues to cross-train personnel to support clerical functions

Pandemic:

- In the event that the infection is widespread and most or all BOCES 4 Science staff members are unable to work then most operations will need to discontinue until such a time as staff members can return to work
- Note: Resource kits cannot be produced, and many internal computer systems cannot be accessed at home (programs specific to Inventory, Scheduling, and Production)
- Note: The Director of BOCES 4 Science and Assistant Director of BOCES 4 Science will be available to support digitally from home as necessary – including, but not limited to, communicating with staff, district representations, and supporting the Monroe 2-Orleans BOCES District Continuity of Operations

Business/Finance

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
- Payroll - Banking
- Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
- Cash Flow – Billing and Receivables
- Purchasing of Emergency Items
- 20-21 Budget – Changes from District Final Requests
- Workers' Compensation
- Essential Personnel have remote access to WinCap, and banking as identified
- Cross training exists for critical functions

Single Case - Business as Usual

- Building Closed (Other than ESC) – Business As Usual

Epidemic/Pandemic

- BOCES Closed
 1. Payroll – Banking
 - Every 2 weeks, 2 people, 2 hours
 - Remote/On-Site as needed
 2. Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
 - Weekly, 1 person, 1 auditor
 - Invoice processing, Check printing and ACH payments
 - Internal Claims Auditing
 - On-Site as needed
 3. Cash Flow – Billing and Receivables
 - In-coming checks can be posted and deposited remotely but need access to mail. Both remote and on-site are necessary.
 - Billing is On-Site as needed
 4. Purchasing of Emergency Items
 - Review credit card limits for key personnel - increase where needed
 - PO processing for emergency items – can be done remotely
 5. 20-21 Budget – Changes from District Final Requests
 - Alert departments when certified budget requests are received
 - Budgets can be updated and balanced remotely

6. Workers' Compensation

- Payment entry of awards of compensation
- Processing of indemnity payments must be done on-site minimum 1x per week
- Processing of mail, batching & processing on site as needed
- Processing of prescription medication
- In-house counsel able to attend virtual hearings remotely

Human Resources- HR

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
 - Run payroll
 - Print live paychecks and distribute them
 - Print paystubs and distribute them
- Identify Essential HR Staff
- Ensure necessary staff have remote access to WinCap
- Ensure cross training exists for payroll functions

Single Case

- Business as usual

Building Closed (Other than ESC)

- Business as usual

Epidemic/Pandemic

- BOCES Closed but ESC Building Open
 - Business as usual
- BOCES Closed and ESC Building Closed
 - Payroll to be run remotely
 - Direct deposit not affected
 - Paychecks can only be printed and distributed if payroll staff can access ESC
 - Paystubs can only be printed and distributed if payroll staff can access ESC

Communication and Technology Services- CaTs

CaTS Emergency Response Plan Annex

Technology – To provide support to the organizational technology infrastructure so key functions can operate effectively

Assumptions

1. Internet is operational
2. Power and Gas functioning
3. Telephone services operational
4. Roads open for travel

Support Scenarios

1. High Absentee Rate – staff and students – school remains open - CaTS staff will continue to respond to customer requests as needed

- As CaTS staff are impacted by illness/absent, remaining resources/staff will focus on highest priority requests and supporting critical functions

- Critical Functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet connectivity (IEP Direct/Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)
- viii. SchoolTool

2. Schools Closed

- CaTS staff will be on call to provide support to the following critical functions as needed

- Critical functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet Connectivity (Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)

Communications

Communications Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Single Case (What are we doing when there is a confirmed case)

- Work with administration to coordinate appropriate communication in conjunction with local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Before an outbreak occurs

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

During an outbreak

- Work with administration to continue to share the latest information from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

After an outbreak, schools and districts should:

- Work with administrations and local health officials to develop consistent messages to share with the public through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Operations and Maintenance – O/M

O/M Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- O&M building cleaning staff are reminded of proper PPE's as they perform their scheduled cleaning routes.
- Staff will prioritize disinfecting all Restrooms, Classrooms and Common areas. Using approved cleaning supplies made available by the O and M department.
- Alert Barb Swanson if there is a spike in staff absenteeism.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, O&M department cleaning staff will complete a deep clean (disinfecting) of the classroom, along with room where student was placed until dismal.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Continue to utilize cleaning practices as defined by contract and ISSA standards.

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school
 - Increase social distances within the school environment
 - Adapt attendance policies
 - Consider early dismissals
 - Develop a flexible schedule for essential personnel
 - HVAC mechanic has capabilities of reviewing and adjusting HVAC conditions and set points off site.

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can reopen
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with staff, and management on schedule for re-cleaning of building.



Building-Level Emergency Response Plan

Westview

3635 Buffalo Road, Gates, NY 14624

2023-2024

DISTRICT OFFICE EMERGENCY RESPONSE PLAN
FOR OFFICAL USE ONLY
NYS BLS ERP version1 - 7/2023

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THE BASIC PLAN

1. Introductory Material

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school/site shall have a Building-Level Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school/site safety personnel and other school/site personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The Building-Level Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the school/site ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

The following table includes names and titles of the Building-Level Safety Team members. The table may be expanded as needed to include all members.

Name	Title/Department	Ph. Number
Rob Nells	Special Education Supervisor	617-2922
Chaffee, Brian	Social Worker	617-2930
Dillon, Kathleen	Monroe 2 Orleans BOCES Board Member	733-3118
Kneller, Chris	Teacher	617-2920
VanRoo, Doug	Student Behavioral Assistant	617-2920

Various agencies and services are involved in responding to school/site incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health, and other community organizations. An important component of the School/site ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Planning may or may not include written agreements to help coordinate services between the agencies and school/site. If Memorandum of Understandings (MOU) is created, a copy shall be maintained in Appendix D. Advanced planning should specify the type of communication and services provided by one agency to another.

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the Building-Level Emergency Response Plan and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within 30 days of adoption.

New York State Police
Headquarters – Field Command
Attn: Safe School/sites NY
1220 Washington Avenue, Building 22
Albany, NY 12226
Or by email to: info@safeschool/sites.ny.gov

Building-Level Emergency Safety Plans are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Record of Distribution

Copies of the Emergency Response Plan, including appendices and annexes are recommended to be distributed to your Building-Level Safety Team, local fire department, area law enforcement (including village, town, county, and state police), local and county emergency management, the District Superintendent and any other persons deemed appropriate by the Building-Level Safety Team.

Distribution of the ERP shall be recorded in the following table:

Agency	Receiving Party	Date
Monroe 2-Orleans BOCES Emergency Officer	Douglas Comanzo	
Monroe County Sheriff's Office	Captain Pat Rojas	
Gates Police Department	Chief Robert Long	

Plan Review and Updates

8 NYCRR Section 155.17 (b) requires the Building-Level Safety Team to review its Emergency Response Plan annually and update it by July 1 as needed.

Each update or change to the plan shall be recorded in the following table.

Revision/Update/Amendment	Name	Date

2. Purpose and Situation Overview

Schools/sites are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school/site community, exposing students/staff to injury, and causing damage to public or private property.

Building-Level Safety Teams shall complete thorough threat assessments to identify circumstances in the school/site or near campus that may present unique problems or potential risk to people or property.

The interior and exterior portions of all school/site buildings, school/site grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students. Date of this threat/hazard assessment 1/26/2016

Develop Threat and Hazard-specific Annexes to address each identified threat/hazard from your assessment. Included in the Threat and Hazard-specific Annex section are examples of formats you may utilize while developing these annexes.

The table on the following page provides a list of potential threats that school/sites should consider when conducting a threat/hazard assessment.

Threat and Hazard Types

Threat and Hazard Type	Example
Natural Hazards	<ul style="list-style-type: none">• Earthquake• Tornado• Lightning• Severe wind• Hurricane• Flood• Wildfire• Extreme temperatures• Landslide or mudslide• Winter precipitation• Wildlife
Technological Hazards	<ul style="list-style-type: none">• Explosions or accidental release of toxins from industrial plants• Accidental release of hazardous materials from within the school/site, such as gas leaks or laboratory spills• Hazardous materials releases from major highways or railways• Radiological releases from nuclear power stations

	<ul style="list-style-type: none"> • Dam failure • Power failure • Water failure
Biological Hazards	<ul style="list-style-type: none"> • Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis • Contaminated food outbreaks, including Salmonella, botulism, and E. coli • Toxic materials present in school/site laboratories
Adversarial, Incidental and Human-Caused Threats	<ul style="list-style-type: none"> • Fire • Active shooter • Criminal threat or action • Gang violence • Bomb threat • Domestic violence and abuse • Cyber attack • Suicide

Planning Assumptions and Limitations

Stating the planning assumptions allows the school/site to deviate from the plan if certain assumptions prove not to be true during operations. The Building-Level Emergency Response Plan is established under the following assumptions:

- The school/site community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and in any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school/site affected cannot and should not wait for direction from local response agencies. Action is required immediately to save lives and protect school/site property.
- There may be several injuries of varying degrees of seriousness to faculty, staff and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school/site to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.

- Maintaining the Building-Level ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school/site's readiness to respond to incidents.

3. Concept of Operations

The overall strategy of a Building-Level Emergency Response Plan (ERP) is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damage, restore order, and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school/site generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school/site will be delegated the authority to direct all incident activities within the jurisdiction of the school/site. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander.

8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System. This chain of command shall be documented in the table included in Appendix B.

Initial Response

School/site personnel are likely to be the first on the scene of an incident in a school/site setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (police, fire, or EMS). Staff will seek guidance and direction from the school/site district and emergency responders.

Any staff or faculty member who sees or is aware of an emergency shall activate the ERP.

4. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions. The included titles and responsibilities are for illustrative purposes and should be edited to meet the needs of your school/site as necessary.

The Incident Commander is not able to manage all the aspects associated with an incident without assistance. The school/site relies on other key school/site personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with their role and responsibilities before an incident occurs.

Principal

The principal (or their designee) will serve as the Incident Commander and designate a minimum of two qualified individuals to serve as alternates if the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this Emergency Response Plan (ERP)
- Take steps necessary to ensure the safety of students, staff, and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Keep the District Superintendent informed of the situation

Teachers, Substitute Teachers, and Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander
- Obtain first aid services for injured students from the school/site nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved

- Render first aid or CPR if certified and deemed necessary

Teaching Assistants and Aides

Responsibilities include:

- Assisting teachers as directed
- Actions to ensure the safety of students

Counselors, Social Workers, and School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff, and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff, and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School/Site Nurse and/or Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians and Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school/site
- Execute assignments as directed by the Incident Commander

Principal's Secretary and Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school/site records and documents
- Aid the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Bus/Van Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g., "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

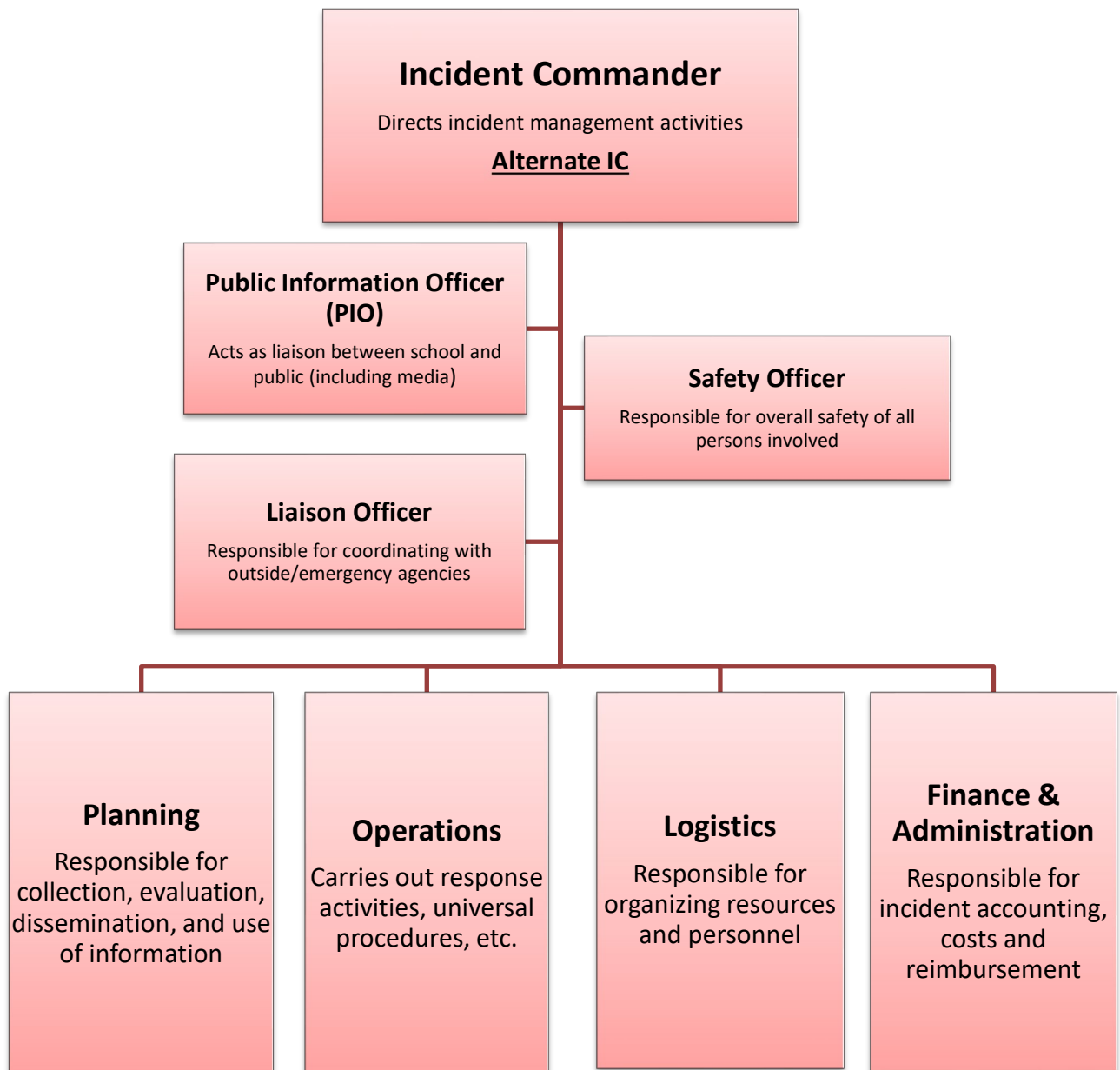
- Encourage and support school/site safety, violence prevention and incident preparedness programs within the school/site
- Participate in volunteer service projects for promoting school/site incident preparedness
- Provide the school/site with requested information concerning the incident, early/late dismissals, and other related release information
- Listen to and follow directions as provided by the school/site or district

5. Direction, Control and Coordination

School/Site Incident Command System (ICS)

To provide for effective direction, control and coordination of an incident, the Building-Level Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS).

Staff members are assigned to serve within the ICS structure based on their expertise, training, and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The school/site ICS is organized as follows:



See Appendix B: Incident Command System for a listing of individuals designated to fill the Command Staff roles.

School/site Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

A. Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/ Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

B. Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or is directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide, and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff, and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

C. Planning Section

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts, and maintain incident log
- Document all activities

D. Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may play a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school/site and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

E. Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school/site records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

Coordination with Responders

The Building-Level Emergency Response Plan (ERP) may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these

agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school/site. The agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school/site Incident Commander to a responding agency will occur.

Source and Use of Resources

The school/site will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school/site establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

See Appendix D: Memoranda of Understanding (MOU).

6. Information Collection, Analysis and Dissemination

The school/site will collect, analyze, and disseminate information during and after an incident.

Types of Information

During an incident, the school/site will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school/site will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school/site will also monitor the school/site district information portal, to determine any information pertinent or critical to the school/site's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

7. Training and Exercises

The school/site understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school/site personnel and community responders are aware of their responsibilities under the Building-Level Emergency Response Plan (ERP), the following training and exercise actions should occur.

Training

All school/site staff, students and others deemed appropriate by the school/site should receive training during the school/site year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school/site year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhses.ny.gov. Or by contacting your local emergency management agency.
- Annual training
 - Review ERP with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
 - Conduct student briefings on roles they perform during an emergency (if applicable)

Drills and Exercises

At a minimum, the school/site will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school/site year.
- 8 NYCRR Section 155.17 (e)(3) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

- One lockdown drill – announced (first marking period)
- Three lockdown drills – unannounced (following first announced drill)

Lockdown drills will be conducted internally to ensure that school/site staff can secure the facility and students against an immediate threat to life and safety. Such drills will cause

minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated safe areas within each room. Where possible, the school/site should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill is conducted, whether announced or unannounced, the school/site will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school/site is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill.” This will ensure that all involved recognize that this is a drill and not a real incident. Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service. This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Use this table to document training and drills associated with this ERP including exercising of this ERP and informing faculty and staff of their roles within ICS.

Type of Training/Drill	Date of Training/Drill	Agencies Involved
Building-Level Safety Team Mtg		Monroe 2-Orleans BOCES
Lockdown Drill		Monroe 2-Orleans BOCES
Readiness Check		Monroe 2-Orleans BOCES
Tabletop Drill		Monroe 2-Orleans BOCES
Fire Drill		Monroe 2-Orleans BOCES

8. Administration, Finance and Logistics

Agreements and Contracts

If school/site resources prove to be inadequate during an incident, the school/site will request assistance from local emergency agencies, other agencies, and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school/site district and school/site officials. Copies of these agreements are in Appendix D.

Documentation

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school/site budgets and to share these costs with the Superintendent and BOCES Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

To continue normal school/site operations following an incident, records such as legal documents and student files must be protected (i.e., in the event of a fire and flood).

9. Authorities and References

The following are State and Federal authorizations upon which this School/site ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe School/sites Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school/site emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to Appendix B for the defined chain of command
- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School/Site Emergency Operations Plans.

The functional annexes within this section should provide school/sites with a comprehensive set of guides for responding to and functioning during an emergency. Each Building-Level Safety Team should assess and develop annexes to meet the unique needs of each school/site building.

Functional annexes that make up the SHELL acronym provide standard language and procedures and are intended to be transferable to school/sites statewide and modifications are not recommended.

- Shelter-in-Place
- Hold-in-Place
- Evacuation (required per 8 NYCRR Section 155.17 (e)(2)(i))
- Lock-out
- Lock-down

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school/site comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The Building-Level Safety Improvement Team also recommends that school/sites complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

1. Shelter in Place

Objective

A shelter in place describes a course of action when students and staff are required to remain indoors, perhaps for an extended period, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Procedure

- Shelter in place will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed.
- Use clear, concise language to provide directions to the school/site based on the situation. Do not use codes, cards, or colors. Consider using language like this in your announcement:
Your attention please; there is a situation requiring you to shelter in place.
Please stop what you are doing and follow these instructions.
Provide specific incident instructions
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school/site building.
- If issued a two-way radio, take it with you and monitor channel one.
- If the situation is not a threat to the exterior of the building, students between classes or outside of their classroom for other reasons should be instructed to return to their class.

Additional Considerations for Shelter in Place

The Building-Level Safety Team should consider the following when reviewing the current plan or developing new policies and procedures. Add necessary actions appropriate for your response.

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation, and air conditioning) if appropriate.
- Prepare to shelter in place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate annex or annexes as needed.
- Notify all concerned parties when the shelter in place is lifted.

2. Hold in Place

Objective

A hold in place may be initiated if there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires student and staff movement to be limited. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Procedure

- Hold in place will be announced by intercom, public address (PA) system, or otherwise with instructions on how to proceed.
- Use clear, concise language to provide directions to the school/site based on the situation. Do not use codes, cards, or colors. Consider using language like this in your announcement:
 - Your attention please; there is a situation requiring you to hold in place.
 - Please stop what you are doing and follow these instructions.
 - Provide specific incident instructions*
- Students in hallways, bathrooms or other common areas will return to their classroom
- If the hold in place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All available staff members will assist in maintaining order and accounting for students.
- If issued a two-way radio, take it with you and monitor channel one.
- Remaining in position until further instruction is given or remaining in place compromises safety.

3. Evacuation

Objective

This annex focuses on the courses of action that the school/site will execute to evacuate school/site buildings and grounds. Included are school/site policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Procedure

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a public address (PA) system or bullhorn.
- Consider using language like this in your announcement:
Your attention please; we need to evacuate the building.
Teachers are to take their students to their designated assembly area.
Teachers take your class roster. Take attendance when safe to do so.
- Call or designate another to immediately call 911 to give notice that the school/site has been evacuated.
- Notify appropriate district staff that an evacuation of the school/site has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate annex or annexes as needed to respond to the situation.
- Designate staff with assigned two-way radios and/or cell phones to assist in evacuation procedures.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school/site by bell system, radio transmission, public address system, designated staff, or bullhorn.

Name	Radio and/or Phone Number
Carducci, Carla	Radio
Nells, Robert	Radio and 585-315-0568

Evacuation – Building Only

- Determine evacuation routes based on location of the incident and type of emergency (see floor plans).
- Ensure all locations have designated secondary escape routes
 - Identify escape windows or other means of escape
 - Designate alternate routes
- Evacuate Students/Staff with special needs
 - Identify disabled/wheelchair accessible routes
 - Address needs of other disabilities: autism, visually impaired, hearing-impaired, etc.
- Student/staff Self-Evacuation: if students find themselves out of the supervision of faculty or staff.
 - Student/staff self-evacuate through nearest evacuation route or exit.
 - Students report to the nearest assembly area and nearest teacher/staff. (If applicable)
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit, and other emergency supplies.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to the designated evacuation assembly area.

Designated Evacuation Assembly Areas (on school/site grounds)

Building, Wing or Location	Evacuation Area
Westview Center Based	South side of CaTS/Ridgecrest Building

- Account for all students. Immediately report any missing or injured students to the school/site Incident Commander.
- The greeter shall take the visitor log and student sign-out sheet to evacuation assembly area.

Evacuation – Off School/Site Grounds

If the situation poses a significant enough risk that evacuation of the building and remaining on school/site grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building-Level Safety Team determines appropriate off-site evacuation areas prior to an actual incident. Preplan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.
- Notify all assembly areas to evacuate to offsite location.
- Describe the method by which students and staff will get to the offsite location (walk, travel by bus, etc.)

Off-Site Location		Address	Facility Contact
PRIMARY	Comm. & Tech Services	3625 Buffalo Road	Ray Miller 349-9050
SECONDARY	Westside Academy	3555 Buffalo Road	Front Desk 617-2550
TERTIARY	Rochester Tech Park	160 Wallace Way	Exceptional Children 617-2440

Evacuation – Outdoors

Building occupants are required to quickly evacuate the building when the fire alarm is activated or there is an announcement to evacuate. One exception to this is if the building is in emergency lockdown and then the fire alarm is activated. This has been used by threatening individuals to encourage those behind locked doors to come out. Deciding to do so is a decision each person will need to make on their own. One rule of thumb is that in such situations if smoke is smelled or fire is observed then attempting to evacuate may be necessary. In some cases, a window evacuation may be an option.

Incident Commander Actions:

- Announce the need to evacuate the building.
- Provide additional information as needed.
- Arrange for the main entrance sign in log to be taken to the staging area if no Greeter is on duty at the time of the incident.
- During inclement weather decide if staff and students will evacuate to another building.
- Instructions will be given as to whether staff should walk to the evacuation location or if transportation will be forthcoming.
- Announce that the building is now clear and safe to reenter.

Staff Actions:

- If issued a two-way radio, take it with you.
- If you are in a room evacuate according to the sign located in the room unless the path takes you past an area of concern in which case, use the next closest exit.
- If you are not in a room, immediately exit the building at the nearest point.
- Do not first retrieve your personal belongings before evacuating.
- Staff shall be responsible for clearing the hallway, including bathrooms.
- Gather at your designated evacuation site.
- Administrators will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.
- No one will reenter the building until cleared to do so by the Superintendent or designee.

Evacuation – Another Building

This procedure is used when the occupants must leave the building, they are in because of a concern for the safety of those inside. If outside conditions prevent staging there, then

another building will be contacted to arrange for the evacuees to be housed as long as needed.

Incident Commander Actions:

- Contact the building administrator of the building to which staff and students will be evacuating to.
- Announce the evacuation of the building to either an evacuation area or to another building as is appropriate.
- Notify evacuees of the decision to move to another location or building when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff and students shall first report to their evacuation area after evacuating the building for any reason. Await further instructions.
- If issued a two-way radio, take it with you.
- When instructed to do so staff and students will walk in an organized fashion to the host building and remain there until further instructions are given.
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – by Means of Bus Transportation

This procedure is used when the occupants must leave the building, they are in because of a concern for the safety of those inside and outside conditions prevent occupants from safely evacuating or walking to another building.

Incident Commander Actions:

- Contact the Transportation Director and request transportation for staff.
- Announce the evacuation to either an evacuation area or to board awaiting buses.
- Notify evacuees of the decision to board buses to be sheltered or moved to another location or building when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff shall first report to their evacuation area or to board waiting buses, after being instructed to evacuate the building for any reason.
- If issued a two-way radio, take it with you. Further instructions will be given at that time.
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – Return to Buildings or Grounds

No students or staff shall return to school/site buildings or grounds until advised to do so by the Incident Commander or appropriate officials. If emergency response services (police,

fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, which will then make the decision to allow students and staff to return to the building or grounds.

4. Lockout

Objective

Lockout describes the courses of action the school/site will execute to secure school/site buildings and grounds during incidents that pose an imminent concern outside of the school/site. The primary objective of a lockout is to quickly ensure all school/site staff, students, and visitors are secured in the school/site building away from outside danger.

Procedure

Initiate Lockout

- Lockout will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed.
- Use clear, concise language to provide directions to the school/site based on the situation. Do not use codes, cards, or colors. Consider using language like this in your announcement:

Your attention please; there is a situation requiring the school/site to lockout
All outdoor activities are cancelled. Please continue regularly scheduled
indoor activities.

Execute Lockout

- All outdoor activities shall cease and be immediately moved indoors.
- As soon as all students and staff are in the building, all exterior doors shall be locked.
- Normal activity will continue within the building unless directed otherwise.
- It is not necessary to turn lights off or to close blinds unless directed.
- If issued a two-way radio, take it with you.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by the administration. Activate annex or annexes as needed to respond to the situation.

5. Lockdown

Objective

Lockdown describes the courses of action school/sites will execute to secure school/site buildings and grounds during incidents that pose an immediate threat of violence in or around the school/site. The primary objective of a lockdown is to quickly ensure all school/site staff, students and visitors are secured in rooms away from immediate danger.

Lockdown is not a stand-alone defensive strategy. Executing a lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Procedure

Initiate Lockdown

- Where possible, lockdown will be announced by intercom, public address (PA) system or otherwise.
- Do not use codes, cards, or colors. Lockdown must be immediate and deliberate; the announcement of a lockdown shall be as follows:
 Lockdown! Lockdown! Lockdown!
- Call 911.
- If issued a two-way radio, take it with you.
- In the event of an immediate threat to safety is recognized, such as a person armed with a gun in the hallway, any faculty or staff shall raise the alarm and initiate a lockdown.

Execute Lockdown

- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- If safe, immediately gather students from hallways and areas near your room into the classroom or office. This includes common areas and restrooms immediately adjacent to your area.
- Lock your door(s) and turn lights off if possible
- Have students/staff move to the designated safe area of the room and remain silent.
- Leave blinds as they are. Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively and take the following action during a lockdown:
 - Do not allow anyone, under any circumstance, to leave your secure area.
 - Do not answer or communicate through your door or classroom phone.
 - Silence cell phones and limit use to only relay pertinent information to emergency responders, (i.e., description/location of active shooter/victim injuries).
 - Do not respond to fire alarm unless actual signs of fire are observed.
 - Document and attend to any injuries to the best of your ability.
 - Take attendance and include additions and missing students' last known location.

- Do not respond to the public address (PA) system or other announcements.
- Procedures should be in place to re-direct buses in the event of a lockdown.

Lockdown will only end when you are physically released from your room or secured area by law enforcement.

6. Crime Scene Management

Objective

This annex outlines procedures for securing and restricting access to the crime scene to preserve evidence in cases of violent crimes on school/site property as required in 8 NYCRR Section 155.17 (e)(2)(viii).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Procedure

Respond: Ensure your personal safety first, then, if possible, formulate a plan and make mental notes.

Evaluate: Evaluate the severity of the situation, call 911 if appropriate. Identify involved parties. Be aware of weapons, hazards, and potential evidence. Don't touch anything unless necessary to preserve safety.

Secure: Clear away uninvolved people. Establish a perimeter that prevents people from entering the potential crime scene.

Protect: Safeguard the scene – limit and document any people entering the area. Don't use phones or bathrooms within the crime scene area. Don't eat, drink or smoke in the crime scene area.

Observe: Write down your observations as soon as is safe to do so. Record detailed information – don't rely on your memory. Notes will aid first responders upon arrival and could be utilized in court.

Notify: Call 911 if not already called or police are not on scene.

Document: Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture. Be prepared to provide your notes and information to the police.

7. Communications

Objective

This annex includes communication and coordination during emergencies and disasters, both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation per 8 NYCRR Section 155.17 (e)(2)(i).

The Building-Level Emergency Response Plan (ERP) must include policies and procedures governing school/site incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school/site community, and the media.

Types of Communication

Communication between School/Site and Emergency Responders

The school/site will contact and maintain communications with emergency responders during an incident. The school/site Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform and/or other means necessary described in the Building-level Emergency Response Plan (ERP) to notify the principal/designee of the school/site on status and needs. The school/site and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Communications Matrix

When a crisis happens, the following procedures should be followed to ensure communication between members of the emergency response teams, administrators and all others having a role in dealing with the emergency at hand:

- Any person becoming aware of a situation which creates an immediate danger to students and staff shall notify the District Superintendent and 911 if appropriate to do so.
- The District Superintendent shall notify the assistant superintendent, coordinator of safety and security and as necessary, building principals/directors and the communications manager.
- The communications manager, in coordination with the District Superintendent, shall communicate written messages to the news media.

❖ Internal Communications

The school/site has identified a school/site person who will:

- Follow the communications policies and procedures established by the school/site.
- Help establish alternative means to provide information in the event of a failure of power, phone, or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in coordination of media communications.

Communication between School/Site Officials and Staff Members

School/site personnel will be notified when an incident occurs and will keep informed as additional information becomes available. They will also be informed as plans for management of the incident evolve.

The following methods of communication may be utilized to disseminate information internally when appropriate:

- Text Message/E-mail System: A text message or e-mail system is available to allow those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time. Staff will also address any misinformation or rumors.
- Mass notification device such as *ConnectEd*.
- Two-way radio.
- Two-way public address (PA) system communications are provided from all school/site classrooms to the main office.

Communication between School/site Officials and Students

Communication of emergency information between school/site officials will primarily take place through the school/site's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Mobile Device Applications
- Flyers/letters

❖ External Communications

School/site officials must communicate with the larger school/site community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school/site about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

- Before an incident occurs
 - Inform parents on how to access alerts and incident information.
 - Inform parents that the school/site has developed an Emergency Response Plan (ERP), its purpose and its objectives.
NOTE: Detailed response tactics should not be shared if they will impede the safe response to an incident.
 - Information will be included, as necessary, on the district website.
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident
 - Disseminate information in various ways such as text messages, e-mails, radio announcements, websites and *ConnectEd* to inform parents about what is known to have happened.
 - Implement a plan to manage phone calls and parents who arrive at the school/site.
 - Describe how the school/site and school/site district are handling the situation.
 - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
 - Inform parents and students when and where school/site will resume.

Communications with Media

In the event of an incident, the school/site Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer (PIO) and/or participate in a joint information effort to:

- Establish a media staging and reception area away from the school/site and any established incident command post, evacuation site or reunification site
 - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school/site would be deemed impracticable due to the nature and severity of the incident.

Pre-designated Media Staging Areas

Media Staging Area	Address	
LOW IMPACT	CaTS parking lot	3625 Buffalo Road
HIGH IMPACT	TBD by law enforcement	

- Provide regular updates to the media and school/site community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.

- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor the release of information and correct misinformation.
- Coordinate messages with the Incident Commander or PIO.
- Prepare information to be released by briefing, news release or web posting.

8. Medical and Mental Health Emergency

Objective

This annex describes the courses of action that the school/site will implement to address emergency medical and mental health counseling issues. School/sites should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the Emergency Response Plan (ERP) with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. Schools/sites should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

Receiving Assistance from Government Officials

By contacting 911, the system for coordinating the delivery of assistance from both the county and local agencies shall be activated.

Procedure

When a medical emergency occurs, time is critical for the person experiencing the emergency. Remember to act quickly and get medical help on the way as quickly as possible.

Incident Commander Actions:

- The principal/director or designee will activate the Building-Level Emergency Response Team if warranted.
- If an ambulance is responding, the Incident Commander or designee will assign someone to meet the ambulance crew at the entrance and escort them directly to the victim if appropriate to do so.
- The Principal/Director will initiate a Hold-In-Place if appropriate to do so.

Staff Actions

- Any staff member who discovers a medical emergency will immediately contact 911 and request an ambulance if necessary.
- The staff member will then immediately contact the principal/director or designee.
- If activated, Emergency Response Team members should retrieve an automated external defibrillator (AED) and other emergency supplies as available and respond to the situation.
- If possible, arrange for someone to stay with the person experiencing the emergency.
- If you have a two-way radio, take it with you.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures:

- Instructions on where emergency medical supplies (e.g., first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post-Incident Response Team table in Appendix C with appropriate staff.
- Procedures on sharing and reporting information about unusual situations, if warranted.
- Addressing the immediate, short, and long-term counseling needs of students, staff, and families.
- The location where counseling and psychological first aid will be provided.
- A plan to have counselors available to assist students if necessary.

Add actions as needed.

9. Accounting for All Persons

Objective

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Procedure

Incident Commander Actions

- The Incident Commander (IC) or designee will assign an individual to contact each evacuation site to coordinate and prepare a master list of names and locations of those present or missing from each evacuation site.
- The assigned individual will also contact the person securing and holding the building visitor logbook. Information contained in the visitor logbook will aid in accurately preparing the master attendance and missing lists.

Staff Actions

- Each department head, or if no department head is present, each department head secretary shall begin to document in list form each person that is present or missing from the evacuation site, when safe to do so.
- If believed to be known the whereabouts of a missing person shall be noted on the list.
- Lists shall be continuously updated as necessary to reflect up to date information.
- Each department head, or if no department head is present, each department head secretary shall be prepared to provide list information to the Commands Posts assigned person contacting the site for such information.

- The names of any missing students, staff or visitors will be reported to the Incident Commander/Command Post as soon as possible.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures

- Taking attendance and reporting to the Incident Commander when class relocates inside the building, or an evacuation takes place.
- Reporting to the Incident Commander when a student, staff member or guest cannot be located.
- Dismissal of students if they have been relocated in the building.

Add actions as needed.

10. Reunification

Objective

The reunification annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Procedure

Designate a reunification site. Use the table below to designate primary and secondary reunification sites.

Pre-designated Reunification Site		Address	Contact
PRIMARY	Comm. & Tech Services	3625 Buffalo Road	Ray Miller 349-9050
SECONDARY	Westside Academy	3555 Buffalo Road	Front Desk 617-2550

Reunification will only occur after permission has been granted to do so by the law enforcement agency or fire department commanding the incident.

Incident Commander Actions

- After receiving notification from the police and/or fire department, reunification may begin. The Incident Commander will direct the implementation of the reunification process.

Staff Actions

- Set up three distinct areas close by but out of sight of each other and away from the media staging area.
 - Parent/guardian check-in area (see below)
 - Reunification area
 - Student/staff holding area
- Setup will include signage and/or barricades to protect those present and the integrity of the process.

Areas will only be established after consulting with the emergency incident commander, (police, fire, or other emergency official), to make certain the areas chosen are safe.

- Parent/guardian check-in area
 - This is where parents will receive initial instructions and a preprinted and perforated form to complete.
 - Staff will confirm that the person is on the preapproved list to pick up the student.
 - The parent/guardian will be required to show photo identification to prove their identity. Anyone without a photo ID will be asked to move to another line where other methods will be used to confirm identification.
 - The runner will re-check the parent/guardian's ID and then have the parent/guardian sign the form and include the date and time of the release. Parents/guardians will be instructed to leave the area promptly after signing out their student to make room for others.
- Reunification area
 - If the student is not present and the student's location is unknown, or if the student is being medically treated or is deceased, the runner will first inform a counselor in the reunification area of the student's status.
 - The runner will then escort the parent/guardian to meet with the informed counselor in a private mental health area nearby.
 - The counselor will inform the parent/guardian as needed in the private area away from other parents. The school/site psychologist or other designee will coordinate this activity with emergency response personnel.
- Student/staff holding area
 - If after a reasonable period, a student has not been picked up by a parent/guardian staff will attempt to contact those listed on the student's incident release card. If still unsuccessful in contacting a parent/guardian, staff will solicit the assistance of the police to resolve the matter, if necessary.
 - Students 18 years of age and older and who are not injured may sign themselves out and leave on their own, but this is not advisable without first having the student speak with a counselor, if the release follows a tragic event.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures.

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the special needs students who may be significantly impacted by the stress of the incident. Additional support staff may be required to support these students.

- Obtaining sign boards and preparing forms and signs in advance to direct parents to an area.
- Advising parents well in advance of the reunification process, especially as it pertains to their responsibilities such as producing photo ID when picking up a student.
- Preparing hard copies of student rosters, schedules, and daily attendance to eliminate the need for computers in the event they are not available.
- Security should ensure the safety of those present as well as the integrity of the process.
- Setting a minimum number of required staff members to be available in each area to ensure adequate family assistance and student security.
- Equipping each team member supervising the students with a list of the students assigned to him or her, complete with the names of the students who were absent at the start of the school/site day as well as those who left prior to the incident.
- If evacuation to an off-site location is deemed necessary to protect student safety and to expedite reunification, all parents/guardians will be notified of the location change and provided information on accessing the site. The basic infrastructure and procedures in place for student release will still be implemented as they would be for an on-site reunification center.
- All printed materials should be translated into the languages understood by the parents of every child attending the school/site.

Add actions as necessary.

11. Continuity of Operations Plan (COOP)

Objective

This annex describes how the school/site and district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security and continuity of teaching and learning.

Procedure

The Post-Incident Response Team has developed the following procedures for dealing with post-incident response:

Short Term

The Post-Incident Response Team will include building supervisor(s) and other available staff as appropriate. The Operations & Maintenance crew will secure any parts of the building that may have incurred damage or need to be cordoned off for a criminal investigation. Operations & Maintenance will also determine the building restoration activities. The team will review the incident and develop minutes, which will reflect areas for improvement for future events.

Long Term

The building supervisor(s) and professional staff will observe students and review with faculty any long-term stress that students or staff may exhibit. The director of Operations & Maintenance will evaluate the facilities after an incident to determine additional needs. Long-term response needs will be included by the team in annual updates to the plan.

12. Recovery

Objective

The purpose of recovery is to return to normal the learning environment and district infrastructure. Students and physical structures become the focus. One of the main goals of recovery is to provide a caring and supportive school/site environment. Paramount is the emotional needs of the students and staff and the quick return to the business of learning. Recovery can be a lengthy process as individuals recover at their own pace.

Procedure

- The Incident Commander activates the Trauma, Illness and Grief (TIG) Team and decides if other outside agencies may be required to assist with student counseling needs.
- Conduct daily briefings with staff.
- Students/staff are monitored for emotional impact.
- Identify what follow-up interventions are needed by students and staff.
- Parents will be kept informed of efforts being made to attend to student safety as well as their emotional needs and what counseling services the district and community have to offer families.
- Plan how anniversaries of events will be commemorated.
- Conduct safety audits and determine what needs repair or replacement.
- Determine how to secure buildings which are not usable.
- Take photos or videos of the damaged areas.

13. Security

Objective

The purpose of security is to ensure the protection of students and staff as well as district owned property. Efforts will be made to prevent unauthorized entry into the building using the following methods:

Procedure

- All staff and visitors must always wear ID badges while on campus and at school/site-sponsored functions of-site. Visitors shall also be required to sign in upon entering a building during normal school/site hours.
- All doors are locked during the school/site instructional day.
- Limiting access for all people to a minimum number of entrances.
- Being cognizant of strangers in the building and stopping visitors who have not properly registered or are not wearing proper ID badges or displaying a proper visitor pass.
- Providing adequate lighting in all areas.
- Controlling pedestrian traffic in buildings with doors to force visitors into main offices or to a staffed greeter station.
- Video surveillance camera systems where installed shall be used as needed for the continuance of the safety and protection of the building's occupants and its contents.
- Access control systems where installed will be used to restrict entry into buildings to those having a valid right to do so. Building administrators will assist in determining who shall have such rights in their building and to what degree the rights shall extend.

THREAT AND HAZARD-SPECIFIC ANNEXES

The threat and hazard-specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and hazard-specific annexes do not repeat content but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School/site staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

The school/site should customize threat and hazard-specific protocols to fit their unique circumstances. Planning, training, drills, and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school/site evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff, and visitors.

1. Active Shooter Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an active shooter on school/site grounds or in the school/site building.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school/site grounds or in the school/site building.

An active shooter or armed assailant on school/site property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb, or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school/site is a crime scene and will require a thorough search and processing.

Core Functions

In the event of an active shooter, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Activating the Emergency Response Plan (ERP)

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the Emergency Response Plan (ERP) immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions such as lockdown or evacuation depending on the situation.
- Notify law enforcement; provide location and description of the shooter if possible.
- Notify school/site buses to not enter the area.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep the site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.

Staff Actions:

- Use extreme caution.
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.

- Make appropriate notifications; provide description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, always keeps hands visible, avoids making quick movements and avoids pointing, screaming, or yelling.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

2. Bomb Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a bomb threat.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school/site buildings or grounds. 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 to evacuate is dependent upon information received in the threat, and how credible that information is.

Core Functions

In the event of a bomb threat, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff. Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.

- Determine what procedures should be activated depending on the nature of the threat.
- Issue instructions such as shelter in place or evacuation depending on the situation.
- Notify law enforcement, provide threat details.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep the site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether school/site will be closed or remain open.
- Notify school/site buses to not enter the area.

Staff Actions:

- Implement the appropriate response procedures to keep students safe.
- Police may enlist the assistance of school/site staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Do not touch or handle any suspicious object, bag, or container.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

Actions of Individual Receiving Bomb Threat:

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA.
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes.
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone.

3. Intrusions and Threats of Violence

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an intrusion or threat of violence.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an intrusion or threat of violence.

Core Functions

In the event of an intrusion or threat of violence, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an intruder in or around the building or any imminent threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiates functional annexes as appropriate.
- Activate communications annex.
- Notify school/site buses to not enter the area.

Staff Actions:

- Determine whether the person is a legitimate visitor.
- If you are uncomfortable approaching a person, be sure to immediately report the person to the Incident Commander.
- Escort all visitors to the greeter station to sign in and obtain a visitor ID.
- If a person is suspected of posing a threat do not approach and immediately contact the Incident Commander.
- Do not engage the person in a confrontation. Take steps to ensure your safety and that of any students.
- Identify the person, person's location, and note if any weapon is visible or suspected.
- Contain the situation and, if possible, remove all innocent persons.

4. Severe Weather

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of severe weather.

Scope

When a severe weather warning is received, staff may be notified to escort students to safe areas in the building.

Core Functions

In the event of severe weather, school/sites will contact emergency services agencies for their assistance as needed. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a severe weather warning will notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Initiates functional annexes as appropriate.
- Activate communications annex.
- Announces to staff of an impending weather concern.
- Arranges for outside students and staff to be notified of the event and to return to the building.
- Decides if the concern is severe enough and time allows to complete an early dismissal or if sheltering inside the building or relocating to another building is the most appropriate course of action.

Staff Actions

- If issued a two-way radio monitor channel one or two if you have it.

- In general move to a lower level and a less glass enclosed area.
- Avoid wide expanses of open space.
- Close any blinds to shield from glass and debris.
- Duck and cover procedures or sheltering under desks shall be implemented if necessary.

5. Gas Leak

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a gas leak.

Scope

During a gas leak it is important to exit the building as quickly as possible. Remember to not turn on or off any electrical switches or devices. Do not exit past an area where the leak is believed to be originating.

Core Functions

In the event of a gas leak, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a gas leak should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Call 911 and notify Operations & Maintenance and Rochester Gas & Electric to report the leak.
- Initiate functional annexes as appropriate.
- Activate Communications Annex.
- Announce the evacuation of the building away from the affected area. Do not use the fire alarm to activate evacuation if you have a bell type alarm. Make certain to

state the reason for the evacuation so those inside are aware that they should not use any electrical devices. Consider using a runner(s) to announce the evacuation.

- Arrange for the main entrance sign in log to be taken to the staging area if no greeter is on duty at the time of the incident.
- Notify school/site buses to not enter the area.

Staff Actions:

- Immediately notify the Incident Commander if you believe there is a gas leak.
- Be prepared to evacuate to your designated area as soon as directed to do so.
- Do not use light switches or other electrical devices to reduce the chances of a spark.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report on unaccounted individuals or students to the Incident Commander.
- The Director of Operations & Maintenance may turn off gas to the building and assist in determining the source of the leak as well as establish a repair plan.

6. Chemical Spill

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a chemical spill.

Scope

For chemical spills inside and outside the building

Core Functions

In the event of a chemical spill, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a chemical spill should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify Operations & Maintenance and the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as appropriate.
- Activate communications annex.
- Determine if the spill warrants evacuation of the building.
- Decide if the assistance of outside agencies may be required depending on the nature of the spill.
- Direct the air intake to be shut off and sealed if necessary for outside spills.
- Notify school/site buses to not enter.

Staff Actions:

- Keep students away from the spill and notify the Incident Commander immediately.
- Prepare to evacuate the building should the announcement to do so be made.
- If instructed to do so upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the command post.
- For hazardous chemical spills outside, consider sheltering students inside.

7. Fire and Explosion

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a fire or explosion.

Scope

Any staff or student who sees smoke or fire is directed to pull the fire alarm to evacuate the building per the Building-Level Evacuation Plan. The principal/director or designee shall notify 911 to insure the alarm was received.

No one shall re-enter the building until such time as the fire department has determined it is safe to reenter. The District Superintendent or designee shall be the only individual authorized to notify staff that the building has been deemed safe to re-enter by the fire department.

Core Functions

In the event of a fire or explosion, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a fire or explosion should locate to a safe area and call 911 at once to report the incident. Upon completion of the 911 call the individual should notify the Incident Commander. Appropriate announcements shall be made, and the Superintendent shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Notify school/site buses to not enter the area.
- Upon completion of the incident, notify staff that the building has been deemed safe to re-enter by the fire department.

Staff Actions:

- Upon activation of the building fire alarm system all faculty, staff and students will immediately exit the building and proceed to their predetermined evacuation area. Close the door to the room you exited.
- Do not allow anyone to stop to pick up belongings first.
- Staff shall be responsible for clearing the hallway, including bathrooms.
- If issued a two-way radio, take it with you.
- Remember to quickly but orderly move far enough away from the building so as not to cause a bottle neck for those still trying to exit the building or interfere with responding emergency vehicles.
- Upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the command post.

8. Biological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a biological threat such as anthrax or the like.

Scope

If a biological threat is received via telephone, the recipient shall record information on the telephone threat checklist if possible. If a letter or package is received which threatens biological exposure the recipient shall follow the staff actions set forth below.

Core Functions

In the event of a biological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a biological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Calls 911 for assistance and follows the directions regarding the movement of students and staff.
- Direct the shutting off of ventilation systems to limit air movement if the threat warrants it.
- Notify school/site buses to not enter the area.
- Announce an evacuation of the building if appropriate to do so.

Staff Actions

- If the threat is a letter or package, immediately close it, cover it with a box or larger envelope, and avoid further contact.
- Immediately prevent people from leaving or entering the room.
- Notify the Incident Commander.

- Avoid touching face or mucus membranes until they can thoroughly wash with soap and water.
- Reduce air movement by shutting off fans and closing windows.

9. Radiological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a radiological threat.

Scope

Procedures shall most likely be shelter in place or early dismissal.

Core Functions

In the event of a radiological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a radiological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiate functional annexes as appropriate.
- Activate communications annex.
- Notify staff to follow procedures as advised by the county coordinator.
- Notify school/site buses to not enter the area.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the county coordinator.

10. Epidemic and Pandemic

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an epidemic or pandemic.

Scope

After such a problem being identified and brought to the attention of the Incident Commander.

Core Functions

In the event of an epidemic or pandemic, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an epidemic or pandemic should notify the Incident Commander as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Initiate functional annexes as appropriate.
- Activate communications annex.
- Notify the school/site doctor, and public health officials. The public health officials and the school/site doctor shall provide recommendations for the school/site to follow.

- Advise staff and students of the public health officials' and school/site doctor's recommendations to follow.
- Provide information to the media regarding what the present actions of the district are.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the public health officials' and school/site doctor's recommendations.

11. Kidnapping/Hostage

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a hostage or kidnapping.

Scope

For hostage-taking and kidnapping cases. There are two primary types of abduction:

- Kidnapping: taking of a person by abduction
- Custodial interference: a relative of a child less than 16 years, who intends to hold such child permanently or for a protracted period and, knowing that he/ she has no legal right to do so, takes or entices such child from a lawful custodian, (i.e., school environment)

Core Functions

In the event of a hostage/custodial interference, school/sites will contact emergency services agencies for their assistance. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of Hostage/Kidnapping should notify the principal/director as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.

- Initiate functional annexes as necessary.

Staff Actions:

- Immediately contact the building administrator who will call 911.
- Administrators may initiate school lockdown.
- Gather pedigree information regarding missing child.
- Try to identify any potential witnesses – This is crucial to the success of locating the child quickly and unharmed.

12. Civil Disturbance

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a civil disturbance.

Scope

For any type of civil disturbance inside or outside of school/site(s), such as riots, sit-ins, racial conflict, or long altercations.

Core Functions

In the event of a civil disturbance, school/sites will notify the District Superintendent and 911 if necessary. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a civil disturbance should notify the principal/director as soon as possible. Appropriate announcements shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiate school lockdown if necessary.
- Follow up with the District Superintendent and the coordinator of safety and security, the police and community leaders and other appropriate parties for opening school the next day.

- Update staff before school begins.
- Consider calling in counselors to be available the next day.
- Initiates functional annexes as are appropriate

Staff Actions:

- Keep the command post advised of any additional information
- Gather information as to what is taking place, the number of people involved and the intentions of the group.
- Move away from the areas where confrontations may occur.

13. Bus Accident

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect from further injury students/staff and school property as well as procedures to follow in the event of a bus accident.

Scope

Bus drivers shall contact the transportation supervisor who will notify the transportation director. The director will advise.

Core Functions

In the event of a bus accident schools will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to further injury. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place (on bus)
- Evacuation (from bus)
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a bus accident shall notify the principal/director as soon as possible. Appropriate notifications shall be made, and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as appropriate.
- Activate communications annex.
- Notify the building administrator.

- Assign a designee to respond to the hospital if students need to be transported there.
- Provide information to the media regarding the plan implemented by Monroe 2-Orleans BOCES. This will usually be done in conjunction with the home district or may be done by the home district.

Staff Actions:

- The driver, if possible, will immediately notify the transportation supervisor.
- The driver will ensure the students are in no further danger.
- The driver will request assistance from fire, ambulance and police as is appropriate.
- The driver will initiate the Accident Report Procedure with the priority being to establish a list of names of students on the bus.
- The transportation supervisor will notify the Incident Commander.
- Building Administrators after being notified will notify parents of children who were injured or shall be late arriving home.
- Parents will be encouraged to not respond to the scene of the accident.

APPENDICES

The appendices are included for the purpose of documenting vital information necessary for emergency response. These tables should be completed with the requested information, or a suitable replacement inserted in their place. This information should be continually updated to avoid confusion and delay during emergency responses.

Appendix A – Communications

The following tables should be completed with the requested information. Expand tables to include all information as needed.

Building – Administrative Staff

Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
Nells, Robert	Sp. Ed. Supervisor	617-2920	471-1581	YES	NO

Building – Faculty/Support Staff Exceptional Children Staff - WV

Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
Garcia, Mackenzie	Teacher	617-2577		NO	NO
Kneller, Chris	Teacher	617-2575		NO	NO
Seeley, Dave	Teacher	617-2574		NO	NO
Yockel, Joe	Teacher	617-2580		NO	NO
Stephenson, Kimberly	Teacher	617-2582		NO	NO
Chaffee, Brian	School Social Worker	617-2576		YES	NO
Brogan , Amy	School Social Worker	617-2573		YES	NO
Marron, Andrea	School Social Worker	617-2581		NO	NO
Carducci, Carla	Secretary	617-2570		NO	NO
Buchanan, Ali	Teacher	617-2572		NO	NO
Donnelly, Mark	Teacher	617-2555		NO	NO
Carpenter, Tom	Teacher	617-2558		NO	NO
VanRoo, Doug	SBA	617-2578		NO	NO
Schauber, Karrie	Speech Therapist	617-2579		NO	NO

Linehan, Mike	Transition Specialist	617-2570		NO	NO
Orcutt, Karen	PE Teacher	617-2552		NO	NO
Kuhlkin, Aida	PE Teacher	617-2584		NO	NO
McClellan, Kristen	Nurse	617-2585		NO	NO
Walters, Stephanie	SBA	617- 2570		NO	NO
Ortiz, Dany	SBA	617- 2938		NO	NO
Zicari, Elijah	SBA	617- 2570		NO	NO
Emerson, Julia	SBA	617- 2570		NO	NO
Moser, Shannon	SBA	617- 2570		NO	NO
Camp, Brennan	SBA	617- 2570		NO	NO

District Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Comanzo, Douglas	Coord. Of Safety & Sec.	851-9283	352-2777	NO
Sleight, Travis	Director of O&M	406-0162	352-2655	NO
Security on Duty	Safety & Security	305-8890		NO

Transportation Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Pease, Heather	Transportation	617-2720		

External Contact Information (Non-Emergency)

Agency	Contact Person	Primary Contact	Alternate Contact	Safety Team Member
State Police	Major Brian J. Ratajczak	911	398-4100	NO
MC Sheriff's Office	Captain Pat Rojas	911	753-4470	NO
Gates Police	Chief Robert Long	911	247-2262	NO
Fire Department	Chief James Harrington	911	426-2720	NO
State Edu. Dept.	Rosanne Groff	518-474-3906		NO

Appendix B – Incident Command System (ICS)

The following tables include name and contact information of command staff and locations of command posts.

Incident Commander

	Name	Title/Department	Contact
PRIMARY	Nells, Rob	Special Ed. Supervisor	617-2920
SECONDARY			
TERTIARY			

Safety Officer

	Name	Title/Department	Contact
PRIMARY	Chaffee, Brian-WV	Social Worker	617-2920
SECONDARY			
TERTIARY			

Liaison Officer

	Name	Title/Department	Contact
PRIMARY	Brogan, Amy - WV	Social Worker	617-2573
SECONDARY			
TERTIARY			

Public Information Officer

	Name	Title/Department	Contact
PRIMARY	Dawe, Stephen	Communications Manager	355-5967
SECONDARY			
TERTIARY			

Command Posts

	Interior	Exterior
PRIMARY	Administrative Office of Westview	Parking lot
SECONDARY	CaTS Conference Room A	Comm. & Tech Services
TERTIARY		Rochester Tech Park

Appendix C – Emergency Response Teams

8 NYCRR Section 155.17 (e)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. The following tables are provided for the documentation of those teams your school/sites ERT and PRT, please add additional tables if other response teams are utilized.

Emergency Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Chaffee, Brian-WV	School Social Worker	617-2920	
VanRoo, Doug - WV	Student Behavioral Assistant	617-2920	
Brogan, Amy- WV	School Social Worker	617-2920	
Nells, Rob	Special Education Supervisor	617-2920	

Post-Incident Response Team

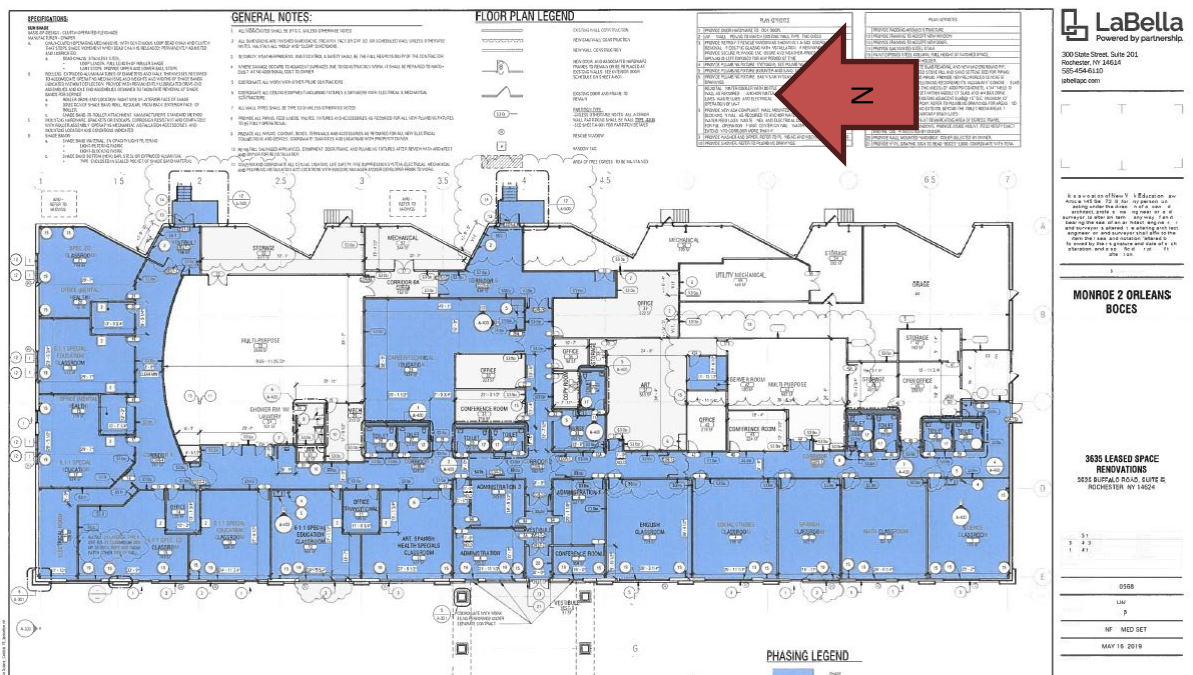
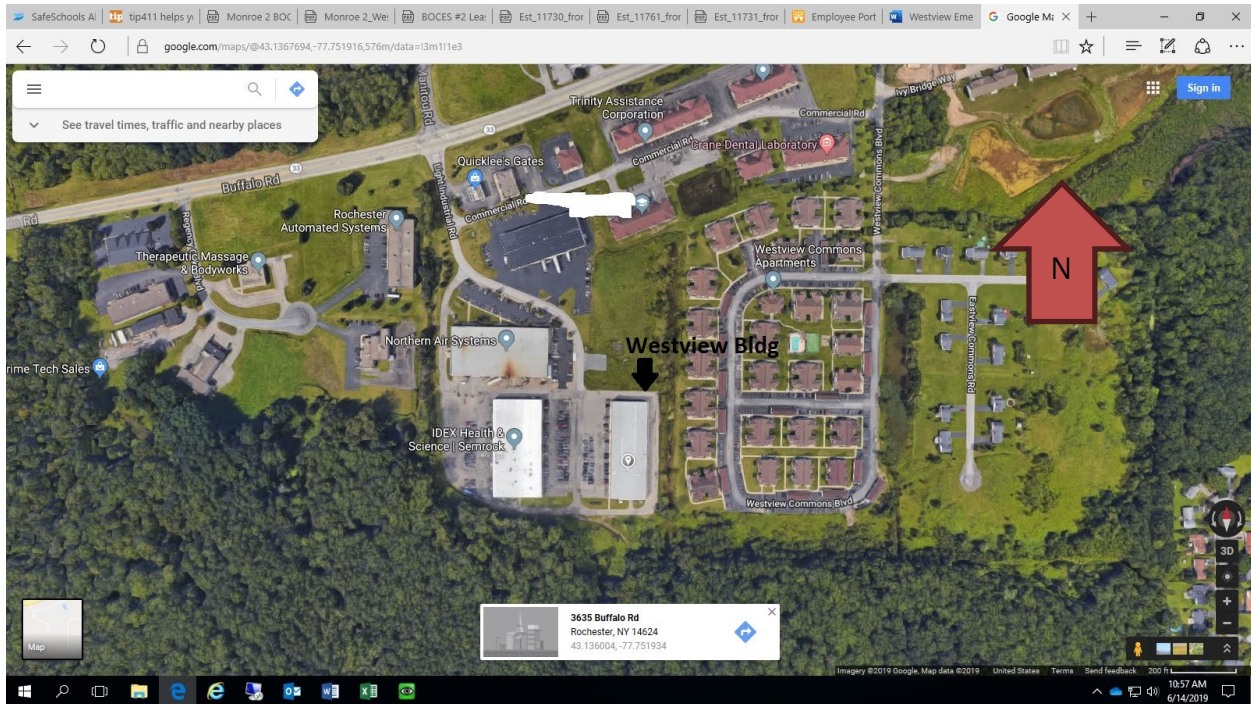
Name	Title or Department	Primary Contact	Alternate Contact
Chaffee, Brian-WV	School Social Worker	617-2920	
VanRoo, Doug - WV	Student Behavioral Assistant	617-2920	
Brogan, Amy- WV	School Social Worker	617-2920	
Nells, Rob	Special Education Supervisor	617-2920	

Appendix D – Memoranda of Understanding (MOU)

Appendix E – Master Class Schedule

Appendix F – Building/Grounds and Local Road Maps

8 NYCRR 155.17 (e)(2)(iii) Procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school/site interior, school/site grounds and road maps of the immediate surrounding area.



Appendix H – Mental Health

Symptoms of mental health disorders vary depending on the type and severity of the condition. Many times, changes and concerns can be addressed simply by contacting the family and asking that they follow up with a health care provider. At times, however, symptoms may be more severe and pose a mental health emergency. Possible signs that someone is having a mental health emergency are as follows:

- Confused thinking or change in typical style of interacting
- Increased anger and/or mood swings
- High emotionality and/or inability to cope in the moment
- Behaving recklessly in a manner that poses a risk to self or others
- Expressing feelings of worthlessness or hopelessness
- Making statements or gestures indicating that s/he wishes to harm self or die
- Making statements or gestures threatening to harm others
- Questionable influence of drug or alcohol use affecting current behavior

If a person is demonstrating any of the signs of a mental health emergency, they should be taken seriously, and immediate action should be taken. The program supervisor should be notified, and a Risk Threat Assessment Plan may be activated.

Possible actions include:

- Call Security/911 if an immediate threat to student/staff safety is present.
- Arrest and/or mental hygiene arrest may be warranted.
- Isolate individual as much as possible and always maintain supervision
- Contact parent/guardian for student removal with recommendation to seek assessment and treatment, either through pediatrician, community-based mental health provider, mobile crisis team, and/or visit to emergency room if suicidal ideation or safety concern is present.
NOTE: Parent or guardian must be contacted in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide
- If students can be maintained on school grounds, consider contacting Mobile Crisis team (via Lifeline at (585) 275-5151).
NOTE: Family is charged a co-pay/fee when this is used on behalf of a student.

Appendix I – Violence Prevention

You can increase your ability to recognize early warning signs by establishing close, caring, and supportive relationships with students so that you know them well enough to note changes in their behavior patterns. Be aware that one of these signs alone may not be an indicator but one sign may lead you to look for more signs. Try to understand violence and aggression within context (culture/family background), avoid stereotypes, view warning signs within a developmental context, and understand that a child may typically exhibit multiple signs.

Early Warning Signs for Students at Risk:

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Having been a victim of violence
- Feelings of being picked on and persecuted
- Low interest in school/poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Impulsive or chronic hitting, intimidating, and bullying
- History of discipline problems
- History of violent/aggressive behavior and/or violence toward peers
- Intolerance for differences/prejudices
- Drug and/or alcohol use
- Caregivers have a history of drugs/alcohol involvement
- Peer group reinforces antisocial behaviors
- Learned attitudes accepting aggressive behavior as normal and effective in solving problems
- High level of violence in the home, neighborhood, or media
- Poor attendance and numerous school suspensions
- Affiliation with gangs
- Difficulty with social skills and poor peer relations
- Easily influenced by others/tendency to copycat
- History of parental rejection, inconsistent discipline, and lack of supervision
- Difficulty controlling impulses and emotions
- Inappropriate access to, possession of, and use of firearms
- Serious threats of violence
- Poor personal hygiene
- Cruelty to animals
- Setting of fires
- Lack of remorse or empathy others

Imminent Warning Signs:

- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage for minor reasons
- Detailed threats of lethal violence
- Possession and/use of firearms and other weapons
- Self-injurious behaviors or suicide threats/expressions of hopelessness
- Irrational beliefs and ideas
- Verbal, non-verbal, or written threats or intimidation
- Fascination with weaponry/bombs and/or violent acts
- Expression of plan to hurt self or others
- Externalization of blame
- Unreciprocated romantic obsession
- Fear reaction among fellow students or faculty
- Drastic changes in belief systems
- New or increased stress at home or school
- Inability to take criticism
- Feelings of being victimized
- Intoxication from alcohol or drugs
- Violence toward inanimate objects
- Steals or sabotages projects or equipment
- Lack of concern for the safety of others

If you suspect that one of your students is exhibiting signs or is at risk of violence, contact your supervisor immediately.

Monroe 2-Orleans BOCES has a Threat Assessment Plan in place that can be activated to address related issues.

Bomb Threat Report Data Sheet

Date: _____ Time: _____
Your name: _____ Position: _____ Ph: _____

Exact wording of the threat:

Questions to ask:

1. When is the bomb going to explode?

2. Where is the bomb 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? Why?

7. What is your name and address?

Threat Information:

Gender of caller: _____

Race of caller: _____

Age of caller: _____

Length of call: _____

Number at which threat call was received:

Number from which threat call was made:

Threat Language:

____ Electronic ____ Foul language

____ Incoherent ____ Irrational

____ Taped ____ Well-spoken

____ Other _____

Caller's voice:

____ Accent (type): _____

____ Angry ____ Calm

____ Crying ____ Deep breathing

____ Disguised ____ Excited

____ High-pitched ____ Intoxicated

____ Loud ____ Low-pitched

____ Nasal ____ Slow

____ Soft/whisper ____ Stutter

____ Other _____

Background noises:

____ Animal(s) ____ Airplanes

____ Cell phone ____ Factory noises

____ House noises ____ Music

____ Static ____ Traffic

____ Voices (describe) _____



Monroe 2-Orleans BOCES

PANDEMIC PLAN

**Updated
June 2, 2020**

Defining the Plan

According to the World Health Organization (WHO) pandemic is a worldwide spread of a new disease. (Feb 2020 WHO website)

Influenza pandemic occurs when a new influenza virus emerges and spreads around the world. Most people have no immunity.

The Purpose of the Guide

The purpose of this document is to assist in managing the impact of an influenza, pandemic, or other Department of Health reportable illness, if one should transpire, that affects the BOCES 2. This document focuses on two main strategies which include:

- Sustaining educational functions.
- Reducing the spread of illness within school facilities.

This guide provides procedures to address:

- Communication to schools from external sources regarding a pandemic illness and internal communications within the school.
- Activities to reduce the spread of the illness:
 - Reducing the risk of infected persons entering BOCES 2 Schools, including students, staff, and all visitors.
 - Student spacing – reducing person-to person interactions.
 - Social distancing – reducing or postponing school events or activities.
 - Cleaning and disinfecting school facilities.
 - Educating parents/students/staff to address potential concerns.
 - Address those students/employees that may become ill while at school as well as those who may have been exposed to a virus.

Prevention

- Disseminating information regarding:
 - Prevention strategies.
 - Other public health guidance provided by governmental agencies.

- Maintaining School Functions:
 - Identify essential staff and school functions.
 - Plan for absenteeism of students and/or staff members.
 - Communicate with parents/guardians/students/staff.
 - Education for employees/students/parents/guardians regarding the pandemic.

The District-Wide Health & Safety Committee

Management of Operations

- The District-Wide Health & Safety Committee and District Superintendent/designee, including Nursing Department Chairperson/designee and Occupational Health Nurse will be responsible for the pandemic plan.

- The Communications Manager will be responsible for communications as directed by the District-Wide Health & Safety Committee.

- If necessary, the District-Wide Health & Safety Committee will be assembled. This team will be responsible for the implementation of the pandemic plan.

- If necessary, the District Superintendent/designee may initiate an Incident Command Center at the ESC Building to manage the pandemic plan. The command center will collaborate with the BOCES 2 Physician, the Monroe County Health Department, Component Districts and other local, county and state agencies.

- Planning by the District-Wide Health & Safety Committee will include input from the BOCES 2 Physician and the Nursing Department Chair/designee, Occupational Health Nurse, teachers, administration, parent representatives and other members of the community as appropriate.

- The District-Wide Health & Safety Committee will review the local emergency response and public health plans. The review of the District's communicable disease policies and procedures will be completed by the Chief Emergency Officer, BOCES 2 Physician and the BOCES 2 Nursing Department Chair/designee and Occupational Health Nurse.

- The necessary Personal Protective Equipment (PPE) will be provided, as available and used as directed by the Monroe County Health Department, CDC, NYSDOH Our communicable disease regulations refer to guidance from NYSDOH & local Health Department.
- All staff absences will be monitored by individual building administration. Any spikes or excessive absences will be compiled and sent to the Director of Human Resources.
- The Nursing Department Chair/designee will be responsible for reporting Upper Respiratory Illness (URI) student absences to the District Superintendent's Cabinet.
- Upon notification to the District Superintendent/designee by the Monroe County Public Health Department that a pandemic is occurring, the District-Wide Health & Safety Committee will:
 - * Set up prominent notices at all facility entry points advising students and visitors not to enter if they have Upper Respiratory Illness (URI) like symptoms or other identified criteria.
 - * Educate employees, students, parents, and visitors on how to stop the spread of the virus by disseminating the appropriate information to each school. The information will then be placed in conspicuous places (including entrances, bulletin boards, meeting rooms and restrooms). Notices should contain hygiene information regarding hand washing, cough and sneeze etiquette and student spacing.
 - * The district website will be used for periodic health updates and advisories. Connect Ed will be used as warranted to process rapid notifications to staff and families in the community.
 - * The Monroe 2 BOCES Director of Operations & Maintenance, in cooperation with the Nursing Department will take measures to ensure the presence of PPE & hygiene related supplies, for employee and student use and OSHA approved cleaning supplies for employee use.
 - * Decisions on how and when to operate the school system with a significant shortage of staff and students will be made by the District Superintendent/designee. Such a decision will be made in conjunction with the Monroe County Health Department, the NYS DOH, Centers for Disease Control, the Component School Districts and the Monroe 2 BOCES Nursing Department Chair/designee when appropriate. These decisions may also consider alternatives such as staggered school times, changes to busing and telecommunications. Criteria for implementing containment measures, such as but not limited to

cancelling of events and other mass gatherings, will be determined by the District Superintendent/designee in collaboration with local, State, and Federal guidelines.

- * Procedures to assure continuity of instruction will depend on the variables of the pandemic event. Alternative methods of instruction may include webcasts, e-mail, television, or radio broadcasts or other alternative methods. In some cases, a decision may require prolonged school closure and complete postponement of instruction until a later date, such as during previously scheduled vacations. Each BOCES 2 instruction site has formulated continuity of instructions plans to be included in each of the sites Emergency Response Plans (ERP).

Communication for Schools

- * Monroe 2 BOCES has aligned its pandemic plan with the Monroe County Health Department, as well as the Federal and New York State Department of Health and Human Services and the Centers for Disease Control. Pandemic guidance will be consistent with these agencies' recommendations to coordinate an appropriate response and to avoid causing unnecessary concern.
Key features include Working closely with the Monroe County Health Department and establishing communications mechanisms among BOCES 2 School Personnel, Component School Districts and with the community at large.
- * The primary communication channel will be the Monroe County Public Health Website located at <http://www.monroecounty.gov/health-index.php>. Specific information for schools will also be made available both through the website and through the Monroe 2-Orleans BOCES Website.
- * The District Superintendent/designee and/or Communication Group Manager will act as spokesperson(s) for the district. Communication channels will be used according to the nuances of the pandemic which may include website information, school and district newsletters, e-mail, and the district's automated telephone message system (Blackboard Connect). All staff will be advised to refer outside media inquiries directly to central office. Scripts for building office staff, nursing, and teaching staff will be provided when appropriate for a consistent message to be given out to everyone.
- * Communications to employees will be placed in each individual school

emergency plan. The Building Administrators will advise the employees in advance where to find up-to-date and reliable information about pandemics. While efforts will be made to inform staff in a timely fashion of all new developments, during actual outbreaks and especially during high district level problem-solving that may take time, minor communication delays may occur. Building Administrators will remind staff that they should only regard official district communications as valid and that patience by all may be required and will be appreciated.

- * Upon authorization of the District Superintendent/designee, communications will be made via the district's automated telephone message system, e-mail, and/or the Monroe 2-Orleans BOCES website, www.monroe2boces.org.
- * The Communications Manager will provide links to the Monroe County Health Department website, the Federal and the New York State Department of Health and Human Services, and the Center for Disease Control that will be disseminated via e-mail and/or the BOCES 2 website www.monroe2boces.org.
- * The Nursing Department Chair/designee and Occupational Health Nurse, in cooperation with the Communications Manager, will provide educational communications regarding best health care practices and community resources related to specific pandemic.
- * The District Superintendent/designee will provide communications regarding school policies for employee's compensation and sick leave absences, mandatory exclusions, and enforcement that may be unique to a pandemic.

Reducing the Spread of Illness

- * The dissemination of information pertaining to the district's Pandemic Preparedness and response plan will be made available on the BOCES 2 website.
- * The district will have rapid and accurate communications. Communications will strive to reduce panic and address the potential for fear and anxiety that the students and/or families may have as a result of rumors or misinformation.
- * To the greatest extent possible, the BOCES 2 will disseminate

information for parents about the potential impact of a pandemic on school functioning. Families will be advised at the start of each school year to have a family emergency plan in place for childcare and intra-family communication in the event of prolonged school closure, as well as to keep the district accurately informed of all emergency contacts as they may change over the year.

- * To the greatest extent possible, the district communications will be culturally and linguistically appropriate to meet the needs of all students/families.
- * The Nursing Department Chair/designee will compile a list of medically fragile students. If the illness spreads, these families will receive verbal and/or written notification.

Student Spacing (social distancing)

Student spacing refers to use of physical distance among students and exposure time among individuals to reduce the spread of illness between people. In the event of a pandemic, BOCES 2 will distribute education and guidance on student spacing to all staff, students, and parents according to CDS Guidelines.

Where possible, please consider the following student spacing strategies:

- Spacing student's desks / work surfaces
- Limiting group activities and interaction between classes.
- Creating an isolation room adjacent to, or near, the health office to maintain symptomatic students, while awaiting transportation home.

School Cleaning

- * Frequent and routine cleaning will remain the best practice. BOCES 2 will follow the local, state, and federal guidelines for cleaning practices during a pandemic outbreak. Specialized cleaning solutions may not be necessary. Therefore, standard cleaning products and soap and water may be adequate to disinfect most surfaces. OSHA approved products will be used according to the manufacturer's instructions to ensure adequate amounts of appropriate drying periods are followed.
- * Appropriate ventilation, such as opening windows, to the facility will be used to ensure a clean learning atmosphere.

- * The Director of Operations & Maintenance will establish a schedule for cleaning and changing filters of the heating/air conditioning systems. This should occur more frequently during a pandemic.
- * To the greatest extent possible, staff will be advised not to share telephones. If it is essential that they are shared, they should be disinfected and use approved cleaning solutions always maintaining good hand hygiene.
- * Details regarding cleaning solutions can be found located on the fact sheets at the Monroe County Department of Health Website.

Educating Students/Staff/Parents to Inform and Address Concerns

It is likely there will be anxiety regarding the pandemic influenza, and this may contribute to increased absenteeism and/or increased distress to students, parents, and staff. Suggested methods to address this include:

- * Educating those involved in the BOCES 2 preparedness and ongoing management efforts.
- * Provide timely updates to students, parents, teachers, and other relevant parties.
- * During a pandemic, continue to educate staff, students, and parents regarding the progress of the pandemic, its avoidance, and its effects.
- * As needed, work with local resources and local public health officials to assure support mechanisms are readily available. (For example: counselors, mental health, social services, and faith-based resources.)

Managing Illness in Staff, Students or Visitors

- * The Building Administrators, based on central office guidance, will post information on what to do if people get sick while at school.
- * BOCES 2 Administration, in conjunction with the Communications Manager, will inform staff and students regarding symptoms of the illness.
- * The BOCES 2 Physician in collaboration with the Nursing Department Chairperson/designee & Occupational Health Nurse will review and approve BOCES 2 Infection & Exposure Control Manual for managing suspected or confirmed illness, including identification criteria, infection control, personal protective devices, and exclusion criteria.

- * If a student becomes ill or if someone observes that another person is exhibiting symptoms of URI at school, staff will direct the student to the health office for evaluation and when indicated by the school nurse, ensure that the ill person leaves the school as soon as possible, and does not return until the exclusion period has been lifted. Ill students should wear a mask, as tolerated, and wait in the isolation room until dismissed or picked up from school.
- * To the greatest extent possible, the transportation of ill students will be done by a parent and/or guardian. If the student is transported by a bus, a mask should be worn by the effected student, as tolerated.
- * Parents of ill students will be directed to seek medical care. The BOCES 2 Physician and/or School Nurse Practitioner will advise nursing staff on complicated cases, following the recommendations of the Local County Health Department.
- * Staff that become ill while at work will immediately don a mask and proceed with self-isolation. They will contact their supervisor and they will leave their worksite as soon as possible.
- * Parents and/or students, as well as staff members, will adhere to guidelines set forth by the Monroe County Health Department regarding standard baselines for staying home and when they may return to school. Supervisors and Building Administrators working in cooperation with teaching and nursing staff will enforce mandatory exclusions.
- * The Nursing Department Chair/designee will report early dismissal and/or absence to NYSDOH, local DOH, and/or designated reported entity, daily as requested.

Continuity of Operations

The BOCES 2 Business Continuity Plan will be utilized should it be required during a pandemic.

Required Personnel

- * All district-level administrators – to assist with communication, work with other agencies and plan accordingly.
- * All Building Administrators – to assist with communication, building guidance and enforcement, and planning with district level administration.

- * Secretarial staff – to assist in carrying out the plan of action as directed by the district office and building administrator.
- * All Operations & Maintenance staff members – to ensure a safe, clean environment.
- * All nursing staff members – to assist in planning and promoting safe and healthy environments; to identify and manage staff and student illness; to assess, stabilize, and triage individuals with URI, and to assist the Building Administrators in enforcement of mandatory exclusions.
- * All budgetary and payroll issues that arise due to a pandemic will be addressed according to state and federal law, school district policy and the idiosyncrasies of the pandemic.

Alternative Education Methods

Monroe 2 BOCES reserves the right to educate children based on the details of the pandemic.

Alternative modes of education may be delivered by web-based learning, e-mail, television/radio broadcasts and/or U.S. Postal Service. Alternatively, postponement of instruction with make-up sessions over previously planned vacations may be required based on local, state, and federal guidance, as well as the feasibility of extended out-of-school instruction.

School Pandemic Maintenance

- * The District Pandemic Plan will be reviewed and revised annually by the District-Wide Health & Safety Committee
- * The plan will be tested periodically. Relevant agencies, such as the Monroe County Health Department, may be involved in the test.

Appendices

1. Instructional

- Career Technical Education (CTE)
- Westside Academy
- Exceptional Children
 - Exceptional Children Learning Center / ADL House
 - Ridgecrest Academy
 - Exceptional Children Westview
 - Village Plaza
 - Paul Road Transition
- Center for Workplace Development (CWD)

2. BOCES 4 Science

3. Business

4. HR

5. CaTS

6. Communications

7. Operations and Maintenance

Instructional

Career Technical Education- CTE

CTE Emergency Response Plan Annex

Pandemic Plan

Stage: Preparations before confirmed case/LEVEL 1 (*Actively Monitoring-No Cases locally*)

- Staff reminded to go home/stay home if sick
- Staff and students encouraged to use good infection control practices, proper hand washing live demonstrations by CNA students and staff, proper hand washing video shared across department
- Education about proper use of masks
- Reviewed O&M cleaning and disinfecting practices and schedule for improved collaboration
- Hand sanitizer and disinfecting wipes made available across the department
- Isolation room identified (Main Conference Room)
- Staff asked to consider social distances if/when appropriate or possible without causing unnecessary concern
- Lists compiled of all upcoming events/activities beyond classroom instruction
- Events/activities reviewed on a case-by-case basis
- Staff encouraged to consider creative WBL activities as alternatives to external activities
- Staff encouraged to review instructional technology options and consider expanded use (Schoology, Remind App, P drive), implementation support offered by Instructional Specialists and colleagues with extensive experience using the technology
- Staff asked to expand sub plans and collaborate with colleagues so student cohorts can be merged if necessary
- Staff encouraged to review curriculum maps and consider units/lessons requiring less lab/application in case on-line learning is necessary
- Staff surveyed to determine computer and internet access at home, laptops prepared and sent home on Friday with staff lacking technology at home
- Staff advised to know passwords and confirm access to resources for use at home, email with Technology Tips shared across department
- Staff asked to review steps necessary to close classrooms for extended periods of time and communicate concerns with administration
- Attendance secretaries (student and staff) asked to alert administration to increased absences or clusters
- Office staff asked to review daily and weekly tasks and confirm that a colleague is cross trained on all necessary tasks
- Staff advised to update contact information with HR for communication purposes (especially if they did not receive notification about the recent snow day)
- Staff encouraged to process direct deposit request

- Communication with families who opted out of hand sanitizer use at start of school year to confirm desire to continue opt out
- Agency-wide communication to families

Stage: Strategies for single or minimal confirmed case(s)/ LEVEL 2 (*Containment-Cases identified locally*)

- Level 1 practices continue
- WBL activities in large healthcare facilities cancelled
- Classrooms in healthcare facilities/public facilities relocated to main campus
- WBL group activities (field trips, competitions) cancelled for a 2-week window
- Planned events with large numbers expected (Craft and Vendor Show, ProStart Competition) cancelled for a 2-week window
- Remaining WBL considered on a case-by-case basis
- If one or a few students are impacted, we will use our existing process for Long Term Suspended and/or Medically Absent students. Work will be provided through electronic means and/or courier where necessary

Stage: Outbreak in school/high number of students and staff affected/LEVEL 3 (*Mitigation-Confirmed Cases among students/staff*)

- Level 1 and Level 2 practices continue
- Merge classrooms/cohorts if necessary
- Review remaining WBL activities, events reviewed and cancelled as necessary
- Modified instruction available through instructional technology and/or distance instruction
- Hard copy units/lessons provided to students without necessary technology at home

Westside Academy

Westside Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers are all prepared with distance learning and online resources to teach, including using Zoom
- All students have emails and logins for all instructional materials
- Students have given / shared with us, through a form, their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Counselors and Related Service are prepared to communicate with all students if there is an outbreak through Zoom and Phone calls
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Ensure students have appropriate vaccination.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptom, we will use conference room #15 from the nurse's office as a potential place of isolation, until their parents are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-enter.
- Determine process for re-opening schools or reconvening students • Follow policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Westview

Westview Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room across from the nurse's office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.

- Work together with DOH when a case or cases are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Ridgecrest Academy

Ridgecrest Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurses will give hand washing training to all 8:1:2 and 6:1:2 students. Students in the 6:1:1 classroom will watch a video on proper hand washing during Science class.
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Reconfigure seating in classrooms to insure optimal spacing.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers will extend how far their sub plans go in case they become ill and are out of the building for an extended period.
- Encourage any staff that must sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Review policies and practices related to handling animals in school or on field trips.
- Ensure students are appropriately vaccinated.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptom we will use the sensory regulation room as a potential place of isolation, until their parents are able to pick them up from school or we are able to send them home in a car service.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with LDOH/DOH when a case or cases are known so that close contacts and sources can be identified. You can expect to help LDOH/DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)

- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re
- Determine process for re-opening schools or reconvening students • Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Paul Road Transition

Paul Road Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the student calm room across from the nurse's office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Rochester Tech Park

Rochester Tech Park Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room (next to Shannon Alvarado's office) and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Village Plaza

Village Plaza Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the staff break room across from a restroom and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Center for Workplace Development- CWD

CWD Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Communicate to staff and students' critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Post information related to preventative measures throughout CWD.
- Encourage students and staff to engage in effective preventative practices.
- Reinforce routine cleaning and sanitation practices.
- Develop response plan for +600hr job training programs (Dental Assistant, Medical Office Assistant, HVAC/R)

****COVID-19 SPECIFIC PLAN****

- Program suspension approved (3/12/20) by COE, NYSED, and USDOE
 - Length of suspension defined organizationally through Monroe 2-Orleans BOCES.
- Financial Aid calculations will need to be re-run with appropriate dates and other considerations as outlined by USDOE.
- Notify COE Advisory Boards of program changes and any business partner who may be anticipating internship starts.
- Notify COE and NYSED of program disruption and projected re-start date.
- Consider restructuring specific job training program calendars to prepare for outbreak (i.e., Nurse Assistant, Phlebotomy)
- Ensure instructors have current contact information for students.
- Send email to staff regarding checking voicemails from home.

Single Case (What are we doing when there is a confirmed case)

- Communicate to staff and students' critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Advise staff and students that are sick to stay home from work/class.
- Create a revised attendance policy in event of outbreak
- Increase social distance within classroom and office settings.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean all CWD offices and classrooms
- Determine who the staff/student was in direct contact with since symptoms were observed.
 - Begin conducting active screenings for illness in the office.
- If a single case occurs at RTP, coordinate with CTE partners to explore relocation options.
- Consider cancelling Literacy and ESOL courses until further notice.

Outbreak in School

- Communicate to staff and students' critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Adopt revised attendance policy.
- Suspend all Literacy, ESOL, Nurse Assistant, and Phlebotomy and Continuing Education programs until further notice.

- Suspend all non-essential programming and consider executing essential functions remotely.
 - General email accounts monitored by Linda Rice and Nicole Carpenter.
 - Main phone line message posted indicating closing and direct caller to CWD website for current information.
- Adopt response plan for +600-hour job training programs – Outlined in Preparation Stage.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean CWD Offices.
- Monitor main phone line messages, and inquiry emails submitted through CWD website.

Epidemic (What are we doing when many students and staff are infected)

- Follow all guidelines communicated through Monroe 2-Orleans BOCES,
- Follow all protocols outlined during Outbreak
- Develop re-entry plan
 - Cleaning protocol
 - Communication plan to students/staff

Critical Considerations:

Essential Function	Person Responsible	Technology Needs
Financial Aid	Mike DiPasquale	BOCES laptop / VPN
Payroll	Nicole Carpenter	BOCES laptop
Attendance (Only for Distance Learning)	Nicole Carpenter	BOCES laptop / XenDirect
Monitor main phone line / 1 st level response to website inquiries	Angela Capobianco (Nicole Carpenter/Linda Rice)	None

- Kryterion Testing needs to be postponed following guidelines listed above.
- Prometric Testing – Is any scheduled in the next 2-4 months?
- Program reporting – What State/Federal reports are coming due in the next 2-4 months?
- IPEDS
- CTEDS
- Consider mail delivery – Do we have a Post Office that holds mail? Do we have it redirected to ESC/CTE? Do we utilize essential personnel to handle incoming mail?

BOCES 4 Science

BOCES 4 Science Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Cleanliness: Personnel are reminded to:
- Wash hands regularly and for at least 20 seconds with warm water
- Use Monroe 2-Orleans BOCES provided hand sanitizer – particularly when transitioning between various tasks or when in common area (i.e., breaking down ESP kits)
- Clean personal work areas with Monroe 2-Orleans BOCES approved cleaning supplies (wipes, etc....) multiple times throughout the day in addition to regular and “deep” cleaning conducted by O & M personnel. Note: O & M will provide cleaning supplies approved for use at Monroe 2-Orleans BOCES.
- Increase social distances – including at workspaces and during breaks
- Stay home when sick – particularly when exhibiting symptoms consistent with COVID-19

Communication:

- Regular updates through weekly meetings at BOCES 4 Science, the Monroe 2-Orleans BOCES website, email, hard copy documentation, or other methods as appropriate
- Multiple posters are posted at entrances and throughout the building with information regarding COVID-19 and preventative measures
- Education regarding cough/sneeze etiquette
- Review of practices related to live materials at BOCES 4 Science
- Opportunities to meet with the BOCES 4 Science Director or Assistant Director to ask questions or clarify released information

Confirmed Cases (Single Case, Outbreak in School, Epidemic):

- Instructional: Professional Learning, Training, and Coaching
- If Instructional Personnel are absent due to infection, then BOCES 4 Science will aim to, when possible:
- Support learning opportunities with other personnel – including administrative staff and other instructional staff part of the BOCES 4 Science Team (from Monroe 1 BOCES, WFL BOCES, or GVEP)
- Engage in digital learning opportunities via Zoom (or other digital communication)
- Reschedule learning opportunities
- Cancel (as a last option)

Students: BOCES 4 Science has 3-5 Work Based Learning Students. If a student is exhibiting signs of COVID-19, he/she will use the office of the Director of BOCES 4 Science as an isolation room until the student can be transported back to his/her home district. At that point, O & M will be informed and will plan for a deep cleaning of the office.

Business/Internal Operations:

- If Kit Processors and/or Stock Clerk/Couriers are absent due to infection, BOCES 4 Science will aim to continue production and shipping of resource kits to districts, when possible, by:
- Reorganizing Stock Clerks/Couriers and/or Kit Processors to support production and shipping of resource kits:
- This may include using Stock Clerks/Couriers to produce resource kits and Kit Processors to assist with shipping
- If many staff are absent due to infection, then professional and office staff will support kit production and shipping as necessary
- If Office Staff are absent due to infection, administrative staff (including the Director of BOCES 4 Science, Assistant Director of BOCES 4 Science, Production Manager, etc....) will support clerical functions including, but not limited to:
 - Supporting districts throughout the process to lease kits
 - Routine communications with district representatives and BOCES 4 Science staff
 - Purchasing materials and supplies
 - Note: BOCES 4 Science continues to cross-train personnel to support clerical functions

Pandemic:

- If the infection is widespread and most or all BOCES 4 Science staff members are unable to work, then most operations will need to discontinue until such a time as staff members can return to work
- Note: Resource kits cannot be produced, and many internal computer systems cannot be accessed at home (programs specific to Inventory, Scheduling, and Production)
- Note: The Director of BOCES 4 Science and Assistant Director of BOCES 4 Science will be available to support digitally from home as necessary – including, but not limited to, communicating with staff, district representations, and supporting the Monroe 2-Orleans BOCES District Continuity of Operations

Business/Finance

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
- Payroll - Banking
- Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
- Cash Flow – Billing and Receivables
- Purchasing of Emergency Items
- 20-21 Budget – Changes from District Final Requests
- Workers' Compensation
- Essential Personnel have remote access to WinCap, and banking as identified
- Cross training exists for critical functions

Single Case - Business as Usual

- Building Closed (Other than ESC) – Business As Usual

Epidemic/Pandemic

- BOCES Closed
 1. Payroll – Banking
 - Every 2 weeks, 2 people, 2 hours
 - Remote/On-Site as needed
 2. Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
 - Weekly, 1 person, 1 auditor
 - Invoice processing, Check printing and ACH payments
 - Internal Claims Auditing
 - On-Site as needed
 3. Cash Flow – Billing and Receivables
 - In-coming checks can be posted and deposited remotely but need access to mail. Both remote and on-site are necessary.
 - Billing is On-Site as needed
 4. Purchasing of Emergency Items
 - Review credit card limits for key personnel - increase where needed
 - PO processing for emergency items – can be done remotely
 5. 20-21 Budget – Changes from District Final Requests
 - Alert departments when certified budget requests are received
 - Budgets can be updated and balanced remotely

6. Workers' Compensation

- Payment entry of awards of compensation
- Processing of indemnity payments must be done on-site minimum 1x per week
- Processing of mail, batching & processing on site as needed
- Processing of prescription medication
- In-house counsel able to attend virtual hearings remotely

Human Resources- HR

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
 - Run payroll
 - Print live paychecks and distribute them
 - Print paystubs and distribute them
- Identify Essential HR Staff
- Ensure necessary staff have remote access to WinCap
- Ensure cross training exists for payroll functions

Single Case

- Business as usual

Building Closed (Other than ESC)

- Business as usual

Epidemic/Pandemic

- BOCES Closed but ESC Building Open
 - Business as usual
- BOCES Closed and ESC Building Closed
 - Payroll to be run remotely
 - Direct deposit not affected
 - Paychecks can only be printed and distributed if payroll staff can access ESC
 - Paystubs can only be printed and distributed if payroll staff can access ESC

Communication and Technology Services- CaTs

CaTS Emergency Response Plan Annex

Technology – To provide support to the organizational technology infrastructure so key functions can operate effectively

Assumptions

1. Internet is operational
2. Power and Gas functioning
3. Telephone services operational
4. Roads open for travel

Support Scenarios

1. High Absentee Rate – staff and students – school remains open - CaTS staff will continue to respond to customer requests as needed

- As CaTS staff are impacted by illness/absent, remaining resources/staff will focus on highest priority requests and supporting critical functions

- Critical Functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet connectivity (IEP Direct/Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)
- viii. SchoolTool

2. Schools Closed

- CaTS staff will be on call to provide support to the following critical functions as needed

- Critical functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet Connectivity (Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)

Communications

Communications Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Single Case (What are we doing when there is a confirmed case)

- Work with administration to coordinate appropriate communication in conjunction with local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Before an outbreak occurs

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

During an outbreak

- Work with administration to continue to share the latest information from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

After an outbreak, schools and districts should:

- Work with administrations and local health officials to develop consistent messages to share with the public through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Operations and Maintenance – O/M

O/M Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- O&M building cleaning staff are reminded of proper PPE's as they perform their scheduled cleaning routes.
- Staff will prioritize disinfecting all Restrooms, Classrooms and Common areas. Using approved cleaning supplies made available by the O and M department.
- Alert Barb Swanson if there is a spike in staff absenteeism.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, O&M department cleaning staff will complete a deep clean (disinfecting) of the classroom, along with room where student was placed until dismal.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g., post signs, communicate to faculty/staff/students)
- Continue to utilize cleaning practices as defined by contract and ISSA standards.

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school
 - Increase social distances within the school environment
 - Adapt attendance policies
 - Consider early dismissals
 - Develop a flexible schedule for essential personnel
 - HVAC mechanic has capabilities of reviewing and adjusting HVAC conditions and set points off site.

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can reopen
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with staff, and management on schedule for re-cleaning of building.



Building-Level Emergency Response Plan

Paul Road Transition Program

849 Paul Road, North Chili, NY 14624

2023 - 2024

DISTRICT OFFICE EMERGENCY RESPONSE PLAN
FOR OFFICAL USE ONLY
NYS BLS ERP version1 – 7/2023

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THE BASIC PLAN

1. Introductory Material

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school/site shall have a Building-Level Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school/site safety personnel and other school/site personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The Building-Level Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the Building-Level ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

The following table includes names and titles of the Building-Level Safety Team members. The table may be expanded as needed to include all members.

Name	Title/Department	Ph. Number(s)
Kraham, Josh	SBA	617-2900
Gartland, Catherine	School Social Worker	617-2902
Mundt, Gail	Special Education Supervisor	617-2439 or 435-2677
Parker, Nathaniel	Teacher	617-2900

Various agencies and services are involved in responding to school/site incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School/site ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school/site. If Memorandum of Understandings (MOU) is created, a copy shall be maintained in Appendix D. Advanced planning should specify the type of communication and services provided by one agency to another.

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the Building-Level Emergency Response Plan and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within 30 days of adoption.

New York State Police
Headquarters – Field Command
Attn: Safe School/sites NY
1220 Washington Avenue, Building 22
Albany, NY 12226
Or by email to: info@safeschool/sites.ny.gov

Building-Level Emergency Response Plans are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Record of Distribution

Copies of the Emergency Response Plan, including appendices and annexes are recommended to be distributed to your Building-Level Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the District Superintendent and any other persons deemed appropriate by the Building-Level Safety Team.

Distribution of the ERP shall be recorded in the following table:

Agency	Receiving Party	Date
Monroe 2-Orleans BOCES Emergency Officer	Douglas Comanzo	
Monroe County Sheriff's Office	Captain Pat Rojas	

Plan Review and Updates

8 NYCRR Section 155.17 (b) requires the Building-Level Safety Team to review its Emergency Response Plan annually and update it by July 1 as needed.

Each update or change to the plan shall be recorded in the following table.

Revision/Update/Amendment	Name	Date

2. Purpose and Situation Overview

Schools/sites are exposed to many threats, hazards and vulnerabilities. All of these have the potential for disrupting the school/site community, exposing students/staff to injury, and causing damage to public or private property.

Building-Level Safety Teams shall complete thorough threat assessments to identify circumstances in the school/site or near campus that may present unique problems or potential risk to people or property.

The interior and exterior portions of all school/site buildings, school/site grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff and students.

Develop Threat and Hazard-Specific Annexes to address each identified threat/hazard from your assessment. Included in the Threat and Hazard-Specific Annex section are examples of formats you may utilize while developing these annexes.

The table on the following page provides a list of potential threats that school/sites should consider when conducting a threat/hazard assessment.

Threat and Hazard Type	Example
Natural Hazards	<ul style="list-style-type: none">• Earthquake• Tornado• Lightning• Severe wind• Hurricane• Flood• Wildfire• Extreme temperatures• Landslide or mudslide• Winter precipitation• Wildlife
Technological Hazards	<ul style="list-style-type: none">• Explosions or accidental release of toxins from industrial plants• Accidental release of hazardous materials from within the school/site, such as gas leaks or laboratory spills• Hazardous materials releases from major highways or railways• Radiological releases from nuclear power stations• Dam failure• Power failure• Water failure
Biological Hazards	<ul style="list-style-type: none">• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis• Contaminated food outbreaks, including Salmonella, botulism and E. coli• Toxic materials present in school/site laboratories

Adversarial, Incidental and Human-Caused Threats

- Fire
- Active shooter
- Criminal threat or action
- Gang violence
- Bomb threat
- Domestic violence and abuse
- Cyber attack
- Suicide

Planning Assumptions and Limitations

Stating the planning assumptions allows the school/site to deviate from the plan if certain assumptions prove not to be true during operations. The Building-Level Emergency Response Plan is established under the following assumptions:

- The school/site community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school/site affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school/site property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school/site to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the Building-Level ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school/site's readiness to respond to incidents.

3. Concept of Operations

The overall strategy of a Building-Level Emergency Response Plan (ERP) is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school/site generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school/site will be delegated the authority to direct all incident activities within the jurisdiction of the school/site. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander.

8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System. This chain of command shall be documented in the table included in Appendix B.

Initial Response

School/site personnel are likely to be the first on the scene of an incident in a school/site setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (police, fire or EMS). Staff will seek guidance and direction from the school/site district and emergency responders.

Any staff or faculty member who sees or is aware of an emergency shall activate the ERP.

4. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions. The included titles and responsibilities are for illustrative purposes and should be edited to meet the needs of your school/site as necessary.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school/site relies on other key school/site personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with their role and responsibilities before an incident occurs.

Principal

The principal (or their designee) will serve as the Incident Commander and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this Emergency Response Plan (ERP)
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Keep the District Superintendent informed of the situation

Teachers, Substitute Teachers and Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff and other individuals
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander
- Obtain first aid services for injured students from the school/site nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved
- Render first aid or CPR if certified and deemed necessary

Teaching Assistants and Aides

Responsibilities include:

- Assisting teachers as directed
- Actions to ensure the safety of students

Counselors, Social Workers and School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School/Site Nurse and/or Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians and Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school/site
- Execute assignments as directed by the Incident Commander

Principal's Secretary and Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school/site records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Bus/Van Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

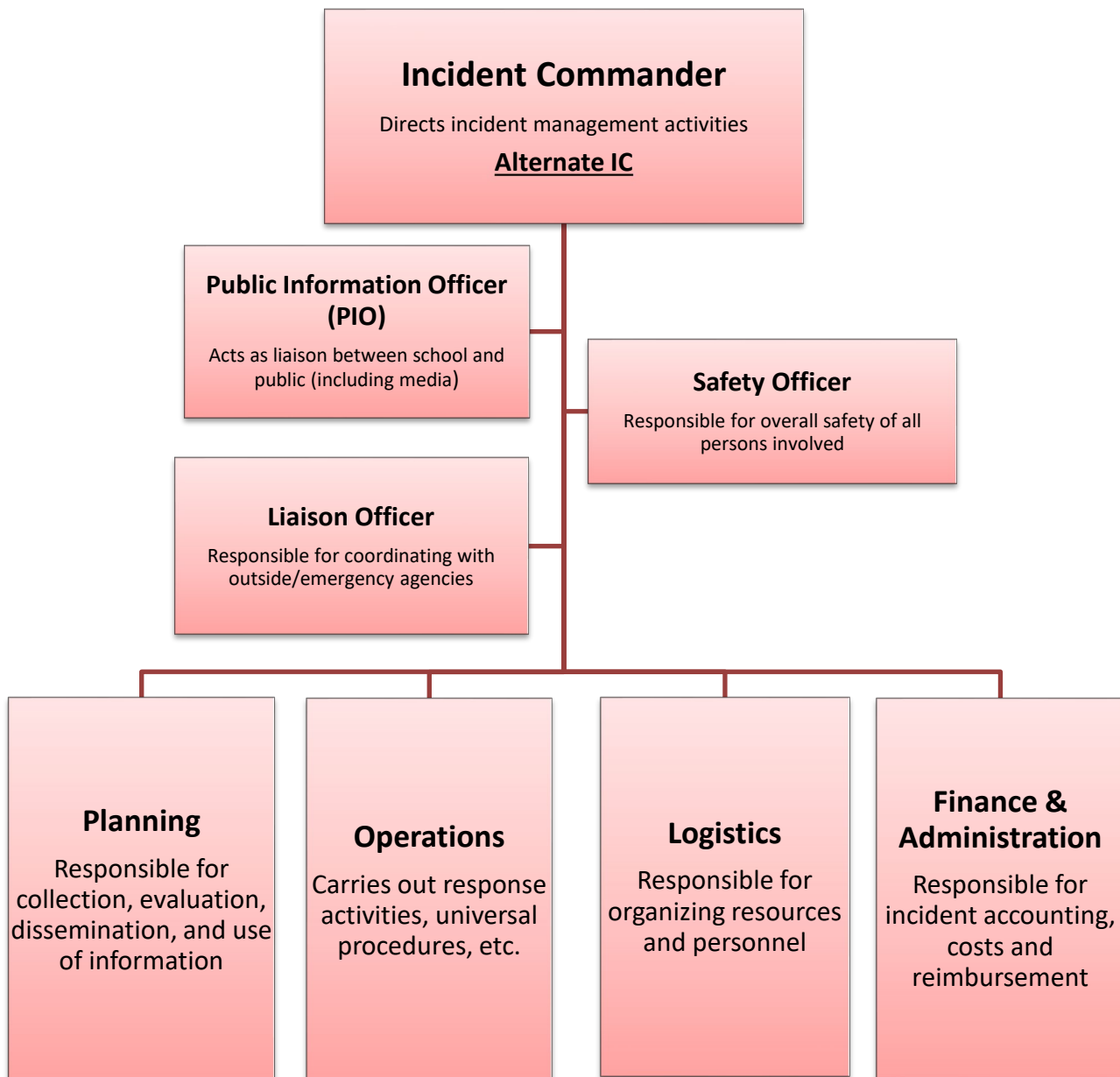
- Encourage and support school/site safety, violence prevention and incident preparedness programs within the school/site
- Participate in volunteer service projects for promoting school/site incident preparedness
- Provide the school/site with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the school/site or district

5. Direction, Control and Coordination

School/Site Incident Command System (ICS)

To provide for effective direction, control and coordination of an incident, the Building-Level Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS).

Staff members are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The school/site ICS is organized as follows:



See Appendix B: Incident Command System for a listing of individuals designated to fill the Command Staff roles.

School/Site Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

A. Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/ Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

B. Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

C. Planning Section

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities

D. Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school/site and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

E. Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school/site records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

Coordination with Responders

The Building-Level Emergency Response Plan (ERP) may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school/site. The agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school/site Incident Commander to a responding agency will occur.

Source and Use of Resources

The school/site will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school/site establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

See Appendix D: Memoranda of Understanding (MOU).

6. Information Collection, Analysis and Dissemination

The school/site will collect, analyze and disseminate information during and after an incident.

Types of Information

During an incident, the school/site will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school/site will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school/site will also monitor the school/site district information portal, to determine any information pertinent or critical to the school/site's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

7. Training and Exercises

The school/site understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school/site personnel and community responders are aware of their responsibilities under the Building-Level Emergency Response Plan (ERP), the following training and exercise actions should occur.

Training

All school/site staff, students and others deemed appropriate by the school/site should receive training during the school/site year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school/site year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency.
- Annual training
 - Review ERP with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
 - Conduct student briefings on roles they perform during an emergency (if applicable)

Drills and Exercises

At a minimum, the school/site will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school/site year.
- 8 NYCRR Section 155.17 (e)(3) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

- One lockdown drill – announced (first marking period)
- Three lockdown drills – unannounced (following first announced drill)

Lockdown drills will be conducted internally to ensure that school/site staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated safe areas within each room. Where possible, the school/site should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school/site will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the

conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school/site is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill.” This will ensure that all involved recognize that this is a drill and not a real incident. Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service. This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Use this table to document training and drills associated with this ERP including exercising of this ERP and informing faculty and staff of their roles within ICS.

Type of Training/Drill	Date of Training/Drill	Agencies Involved
Building-Level Safety Team Mtg		Monroe 2-Orleans BOCES
Lockdown Drill		Monroe 2-Orleans BOCES
Readiness Check		Monroe 2-Orleans BOCES
Tabletop Drill		Monroe 2-Orleans BOCES
Fire Drill		Monroe 2-Orleans BOCES

8. Administration, Finance and Logistics

Agreements and Contracts

If school/site resources prove to be inadequate during an incident, the school/site will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school/site district and school/site officials. Copies of these agreements are located in Appendix D.

Documentation

The ICS section chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school/site budgets and to share these costs with the District Superintendent and BOCES Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

Preservation of Records

In order to continue normal school/site operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

9. Authorities and References

The following are State and Federal authorizations upon which this School/site ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe School/sites Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school/site emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to [Appendix B](#) for the defined chain of command
- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component

FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School/Site Emergency Operations Plans.

The functional annexes within this section should provide school/sites with a comprehensive set of guides for responding to and functioning during an emergency. Each Building-Level Safety Team should assess and develop annexes to meet the unique needs of each school/site building.

Functional annexes that make up the SHELL acronym provide standard language and procedures, and are intended to be transferable to school/sites statewide and modifications are not recommended.

- Shelter-in-Place
- Hold-in-Place
- Evacuation (required per 8 NYCRR Section 155.17 (e)(2)(i))
- Lock-out
- Lock-down

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school/site comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The Building-Level Safety Improvement Team also recommends that school/sites complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

1. Shelter in Place

Objective

A shelter in place describes a course of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Procedure

- Shelter in place will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring you to shelter in place.
Please stop what you are doing and follow these instructions.
Provide specific incident instructions
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school/site building.
- If issued a two-way radio, take it with you and monitor channel one.
- If the situation is not a threat to the exterior of the building, students between classes or outside of their classroom for other reasons should be instructed to return to their class.

Additional Considerations for Shelter in Place

The Building-Level Safety Team should consider the following when reviewing the current plan or developing new policies and procedures. Add necessary actions appropriate for your response.

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to shelter in place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate annex or annexes as needed.
- Notify all concerned parties when the shelter in place is lifted.

2. Hold in Place

Objective

A hold in place may be initiated if there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires student and staff movement be limited. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Procedure

- Hold in place will be announced by intercom, public address (PA) system, or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring you to hold in place.
Please stop what you are doing and follow these instructions.
Provide specific incident instructions
- Students in hallways, bathrooms or other common areas will return to their classroom
- If the hold in place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All available staff members will assist in maintaining order and accounting for students.
- If issued a two-way radio, take it with you and monitor channel one.
- Remain in position until further instruction is given or remaining in place compromises safety.

3. Evacuation

Objective

This annex focuses on the courses of action that the school/site will execute to evacuate school/site buildings and grounds. Included are school/site policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Procedure

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a public address (PA) system or bullhorn.
- Consider using language similar to this in your announcement:
Your attention please; we need to evacuate the building.
Teachers are to take their students to their designated assembly area.
Teachers take your class roster. Take attendance when safe to do so.
- Call or designate another to immediately call 911 to give notice that the school/site has been evacuated.
- Notify appropriate district staff that an evacuation of the school/site has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate annex or annexes as needed to respond to the situation.
- Designate staff with assigned two-way radios and/or cell phones to assist in evacuation procedures.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school/site by bell system, radio transmission, public address system, designated staff, or bullhorn.

Name	Radio and/or Phone Number
Kraham, Josh	Radio and 617-2900
Mundt, Gail	617-2439

Evacuation – Building Only

- Determine evacuation routes based on location of the incident and type of emergency (see floor plans).
- Ensure all locations have designated secondary escape routes
 - Identify escape windows or other means of escape
 - Designate alternate routes
- Evacuate Students/Staff with special needs
 - Identify disabled/wheelchair accessible routes
 - Address needs of other disabilities: autism, visually-impaired, hearing-impaired, etc.
- Student/staff Self-Evacuation: in the event that students find themselves out of the supervision of faculty or staff.

- Student/staff self-evacuate through nearest evacuation route or exit.
- Students report to nearest assembly area and nearest teacher/staff. (If applicable)
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area.

Designated Evacuation Assembly Areas (on school/site grounds)

Building, Wing or Location	Evacuation Area
All	Grassy area by picnic table

- Account for all students. Immediately report any missing or injured students to the school/site Incident Commander.
- The greeter shall take the visitor log and student sign-out sheet to evacuation assembly area.

Evacuation – Off School/Site Grounds

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school/site grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building-Level Safety Team determines appropriate off-site evacuation areas prior to an actual incident. Preplan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.
- Notify all assembly areas to evacuate to offsite location.
- Describe the method by which students and staff will get to the offsite location (walk, travel by bus, etc.)

Off-Site Location		Address	Facility Contact
PRIMARY	Tim Hortons	802 Paul Rd	585 247-2410
SECONDARY	Educational Services Center	3599 Big Ridge Road	Front desk 352-2400
TERTIARY			

Evacuation – Outdoors

Building occupants are required to quickly evacuate the building when the fire alarm is activated or there is an announcement to evacuate. One exception to this is if the building is in emergency lockdown and then the fire alarm is activated. This has been used by threatening individuals to encourage those behind locked doors to come out. Deciding to do so is a decision each person will need to make on their own. One rule of thumb is that in such situations if smoke is smelled or fire is observed then attempting to evacuate may be necessary. In some cases a window evacuation may be an option.

Incident Commander Actions:

- Announce the need to evacuate the building.
- Provide additional information as needed.

- Arrange for the main entrance sign in log to be taken to the staging area if no Greeter is on duty at the time of the incident.
- During inclement weather decide if staff and students will evacuate to another building.
- Instructions will be given as to whether staff should walk to the evacuation location or if transportation will be forthcoming.
- Announce that the building is now clear and safe to reenter.

Staff Actions:

- If issued a two-way radio, take it with you.
- If you are in a room evacuate according to the sign located in the room unless the path takes you past an area of concern in which case use the next closest exit.
- If you are not in a room immediately exit the building at the nearest point.
- Do not first retrieve your personal belongings before evacuating.
- Staff shall be responsible for clearing the hallway, including bathrooms.
- Gather at your designated evacuation site.
- Administrators will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.
- No one will reenter the building until cleared to do so by the Superintendent or designee.

Evacuation – Another Building

This procedure is used when the occupants must leave the building they are in because of a concern for the safety of those inside. If outside conditions prevent staging there then another building will be contacted to arrange for the evacuees to be housed as long as needed.

Incident Commander Actions:

- Contact the building administrator of the building to which staff and students will be evacuating to.
- Announce the evacuation of the building to either an evacuation area or to another building as is appropriate.
- Notify evacuees of the decision to move to another location or building if and when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff and students shall first report to their evacuation area after evacuating the building for any reason. Await further instructions.
- If issued a two-way radio, take it with you.
- When instructed to do so staff and students will walk in an organized fashion to the host building and remain there until further instructions are given.
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – by Means of Bus Transportation

This procedure is used when the occupants must leave the building they are in because of a concern for the safety of those inside and outside conditions prevent occupants from safely evacuating or walking to another building.

Incident Commander Actions:

- Contact the Transportation Director and request transportation for staff.

- Announce the evacuation to either an evacuation area or to board awaiting buses.
- Notify evacuees of the decision to board buses to be sheltered or moved to another location or building if and when that decision is made.

Staff Actions:

- Unless instructed to remain inside all staff shall first report to their evacuation area or to board waiting buses, after being instructed to evacuate the building for any reason.
- If issued a two-way radio, take it with you. Further instructions will be given at that time.
- Administrators and teachers will take roll call and report anyone not present and unaccounted for to the Superintendent or designee.

Evacuation – Return to Buildings or Grounds

No students or staff shall return to school/site buildings or grounds until advised to do so by the Incident Commander or appropriate officials. In the event that emergency response services (police, fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, which will then make the decision to allow students and staff to return to the building or grounds.

4. Lockout

Objective

Lockout describes the courses of action the school/site will execute to secure school/site buildings and grounds during incidents that pose an imminent concern outside of the school/site. The primary objective of a lockout is to quickly ensure all school/site staff, students, and visitors are secured in the school/site building away from the outside danger.

Procedure

Initiate Lockout

- Lockout will be announced by intercom, public address (PA) system or otherwise with instructions on how to proceed.
- Use clear, concise language to provide direction to the school/site based on the situation. Do not use codes, cards or colors. Consider using language similar to this in your announcement:
Your attention please; there is a situation requiring the school/site to lockout
All outdoor activities are cancelled. Please continue regularly-scheduled indoor activities.

Execute Lockout

- All outdoor activities shall cease and be immediately moved indoors.
- As soon as all students and staff are in the building, all exterior doors shall be locked.
- Normal activity will continue within the building unless directed otherwise.
- It is not necessary to turn lights off or to close blinds unless directed.
- If issued a two-way radio, take it with you.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by administration. Activate annex or annexes as needed to respond to the situation.

5. Lockdown

Objective

Lockdown describes the courses of action school/sites will execute to secure school/site buildings and grounds during incidents that pose an immediate threat of violence in or around the school/site. The primary objective of a lockdown is to quickly ensure all school/site staff, students and visitors are secured in rooms away from immediate danger.

Lockdown is not a stand-alone defensive strategy. Executing a lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Procedure

Initiate Lockdown

- Where possible, lockdown will be announced by intercom, public address (PA) system or otherwise.
- Do not use codes, cards or colors. Lockdown must be immediate and deliberate; the announcement of a lockdown shall be as follows:
 Lockdown! Lockdown! Lockdown!
- Call 911.
- If issued a two-way radio, take it with you.
- In the event of an immediate threat to safety is recognized, such as a person armed with a gun in the hallway, any faculty or staff shall raise the alarm and initiate a lockdown.

Execute Lockdown

- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- If safe, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your area.
- Lock your door(s) and turn lights off if possible
- Have students/staff move to the designated safe area of the room and remain silent.
- Leave blinds as they are. Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively and take the following action during a lockdown:
 - Do not allow anyone, under any circumstance, to leave your secured area.
 - Do not answer or communicate through your door or classroom phone.
 - Silence cell phones and limit use to only relay pertinent information to emergency responders, (i.e., description/location of active shooter/victim injuries).
 - Do not respond to fire alarm unless actual signs of fire are observed.
 - Document and attend to any injuries to the best of your ability.
 - Take attendance and include additions and missing students' last known location.
 - Do not respond to public address (PA) system or other announcements.
- Procedures should be in place to re-direct buses in the event of a lockdown.

Lockdown will only end when you are physically released from your room or secured area by law enforcement.

6. Crime Scene Management

Objective

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school/site property as required in 8 NYCRR Section 155.17 (e)(2)(viii).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Procedure

Respond: Ensure your personal safety first, then if possible, formulate a plan and make mental notes.

Evaluate: Evaluate the severity of the situation, call 911 if appropriate. Identify involved parties. Be aware of weapons, hazards, and potential evidence. Don't touch anything unless absolutely necessary to preserve safety.

Secure: Clear away uninvolved people. Establish a perimeter that prevents people from entering the potential crime scene.

Protect: Safeguard the scene – limit and document any people entering the area. Don't use phones or bathrooms within the crime scene area. Don't eat, drink or smoke in the crime scene area.

Observe: Write down your observations as soon as is safe to do so. Record detailed information – don't rely on your memory. Notes will aid first responders upon arrival and could be utilized in court.

Notify: Call 911 if not already called or police are not on scene.

Document: Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture. Be prepared to provide your notes and information to police.

7. Communications

Objective

This annex includes communication and coordination during emergencies and disasters, both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation per 8 NYCRR Section 155.17 (e)(2)(i).

The Building-Level Emergency Response Plan (ERP) must include policies and procedures governing school/site incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school/site community and the media.

Types of Communication

Communication between School/Site and Emergency Responders

The school/site will contact and maintain communications with emergency responders during an incident. The school/site Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform and/or other means necessary described in the Building-level Emergency Response Plan (ERP) to notify the principal/designee of the school/site on status and needs. The school/site and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Communications Matrix

When a crisis happens the following procedures should be followed to ensure communication between members of the emergency response teams, administrators and all others having a role in dealing with the emergency at hand:

- Any person becoming aware of a situation which creates an immediate danger to students and staff shall notify the District Superintendent and 911 if appropriate to do so.
- The District Superintendent shall notify the assistant superintendent, coordinator of safety and security and as necessary, building principals/directors and the communications manager.
- The communications manager, in coordination with the District Superintendent, shall communicate written messages to the news media.

❖ Internal Communications

The school/site has identified a school/site person who will:

- Follow the communications policies and procedures established by the school/site.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in coordination of media communications.

Communication between School/Site Officials and Staff Members

School/site personnel will be notified when an incident occurs and will be kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve.

The following methods of communication may be utilized to disseminate information internally when appropriate:

- Text Message/E-mail System: A text message or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time. Staff will also have the opportunity to address any misinformation or rumors.
- Mass notification device such as *ConnectEd*.
- Two-way radio.
- Two-way public address (PA) system communications is provided from all school/site classrooms to the main office.

Communication between School/site Officials and Students

Communication of emergency information between school/site officials will primarily take place through the school/site's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Mobile Device Applications
- Flyers/letters

❖ External Communications

School/site officials must communicate with the larger school/site community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school/site about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

- Before an incident occurs
 - Inform parents on how to access alerts and incident information.
 - Inform parents that the school/site has developed an Emergency Response Plan (ERP), its purpose and its objectives.
NOTE: Detailed response tactics should not be shared if they will impede the safe response to an incident.
 - Information will be included, as necessary, on the district website.
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident
 - Disseminate information in various ways such as text messages, e-mails, radio announcements, website and *ConnectEd* to inform parents about what is known to have happened.

- Implement a plan to manage phone calls and parents who arrive at the school/site.
- Describe how the school/site and school/site district are handling the situation.
- Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school/site will resume.

Communications with Media

In the event of an incident, the school/site Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer (PIO) and/or participate in a joint information effort to:

- Establish a media staging and reception area away from the school/site and any established incident command post, evacuation site or reunification site
 - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school/site would be deemed impracticable due to the nature and severity of the incident.

Pre-designated Media Staging Areas

Media Staging Area		Address
LOW IMPACT	Parking lot	849 Paul Road
HIGH IMPACT	TBD by law enforcement	

- Provide regular updates to the media and school/site community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor the release of information and correct misinformation.
- Coordinate messages with the Incident Commander or PIO.
- Prepare information to be released by briefing, news release or web posting.

8. Medical and Mental Health Emergency

Objective

This annex describes the courses of action that the school/site will implement to address emergency medical and mental health counseling issues. School/sites should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the Emergency Response Plan (ERP) with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. School/sites should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

Receiving Assistance from Government Officials

By contacting 911, the system for coordinating the delivery of assistance from both the county and local agencies shall be activated.

Procedure

When a medical emergency occurs, time is critical for the person experiencing the emergency. Remember to act quickly and get medical help on the way as quickly as possible.

Incident Commander Actions:

- The principal/director or designee will activate the Building-Level Emergency Response Team if warranted.
- If an ambulance is responding, the Incident Commander or designee will assign someone to meet the ambulance crew at the entrance and escort them directly to the victim if appropriate to do so.
- The Principal/Director will initiate a Hold-In-Place if appropriate to do so.

Staff Actions

- Any staff member who discovers a medical emergency will immediately contact 911 and request an ambulance if necessary.
- The staff member will then immediately contact the principal/director or designee.
- If activated, Emergency Response Team members should retrieve an automated external defibrillator (AED) and other emergency supplies as available and respond to the situation.
- If possible, arrange for someone to stay with the person experiencing the emergency.
- If you have a two-way radio, take it with you.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures:

- Instructions on where emergency medical supplies (e.g. first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post-Incident Response Team table in Appendix C with appropriate staff.
- Procedures on sharing and reporting information about unusual situations, if warranted.
- Addressing the immediate, short, and long-term counseling needs of students, staff and families.
- Location where counseling and psychological first aid will be provided.
- A plan to have counselors available to assist students if necessary.

Add actions as needed.

9. Accounting for All Persons

Objective

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Procedure

Incident Commander Actions

- The Incident Commander (IC) or designee will assign an individual to contact each evacuation site to coordinate and prepare a master list of names and locations of those present or missing from each evacuation site.
- The assigned individual will also contact the person securing and holding the building visitor log book. Information contained in the visitor log book will aid in accurately preparing the master attendance and missing lists.

Staff Actions

- Each department head, or if no department head is present, each department head secretary shall begin to document in list form each person that is present or missing from the evacuation site, when safe to do so.
- If believed to be known the whereabouts of a missing person shall be noted on the list.
- Lists shall be continuously updated as necessary to reflect up to date information.
- Each department head, or if no department head is present, each department head secretary shall be prepared to provide list information to the Commands Posts assigned person contacting the site for such information.
- The names of any missing students, staff or visitors will be reported to the Incident Commander/Command Post as soon as possible.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures

- Taking attendance and reporting to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Reporting to the Incident Commander when a student, staff member or guest cannot be located.
- Dismissal of students if they have been relocated in the building.

Add actions as needed.

10. Reunification

Objective

The reunification annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Procedure

Designate a reunification site. Use the table below to designate primary and secondary reunification sites.

Pre-designated Reunification Site		Address	Contact
PRIMARY	Tim Hortons	802 Paul Rd	247-2410
SECONDARY	Educational Services Center	3599 Big Ridge Rd	Front desk 352-2400

Reunification will only occur after permission has been granted to do so by the law enforcement agency or fire department commanding the incident.

Incident Commander Actions

- After receiving notification from the police and/or fire department, reunification may begin. The Incident Commander will direct the implementation of the reunification process.

Staff Actions

- Set up three distinct areas close by but out of sight of each other and away from the media staging area.
 - Parent/guardian check-in area (see below)
 - Reunification area
 - Student/staff holding area
- Setup will include signage and/or barricades to protect those present and the integrity of the process.

Areas will only be established after consulting with the emergency incident commander, (police, fire or other emergency official), to make certain the areas chosen are safe.

- Parent/guardian check-in area
 - This is where parents will receive initial instructions and a preprinted and perforated form to complete.
 - Staff will confirm that the person is on the preapproved list to pick up the student.
 - The parent/guardian will be required to show photo identification to prove their identity. Anyone without a photo ID will be asked to move to another line where other methods will be used to confirm identification.
 - The runner will re-check the parent/guardian's ID and then have the parent/guardian sign the form and include the date and time of the release. Parents/guardians will be instructed to leave the area promptly after signing out their student to make room for others.
- Reunification area
 - If the student is not present and the student's location is unknown, or if the student is being medically treated or is deceased, the runner will first inform a counselor in the reunification area of the student's status.
 - The runner will then escort the parent/guardian to meet with the informed counselor in a private mental health area nearby.

- The counselor will inform the parent/guardian as needed in the private area away from other parents. The school/site psychologist or other designee will coordinate this activity with emergency response personnel.
- Student/staff holding area
 - If after a reasonable period of time a student has not been picked up by a parent/guardian staff will attempt to contact those listed on the student's incident release card. If still unsuccessful in contacting a parent/guardian, staff will solicit the assistance of the police to resolve the matter, if necessary.
 - Students 18 years of age and older and who are not injured may sign themselves out and leave on their own but this is not advisable without first having the student speak with a counselor, if the release follows a tragic event.

The Building-Level Safety Team should consider the following when reviewing current or developing new policies and procedures.

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the special needs students who may be significantly impacted by the stress of the incident. Additional support staff may be required to support these students.
- Obtaining sign boards and preparing forms and signs in advance to direct parents to an area.
- Advising parents well in advance of the reunification process, especially as it pertains to their responsibilities such as producing photo ID when picking up a student.
- Preparing hard copies of student rosters, schedules and daily attendance to eliminate the need of computers in the event they are not available.
- Security should ensure the safety of those present as well as the integrity of the process.
- Setting a minimum number of required staff members to be available at each area to ensure adequate family assistance and student security.
- Equipping each team member supervising the students with a list of the students assigned to him or her, complete with the names of the students who were absent at the start of the school/site day as well as those who left prior to the incident.
- If evacuation to an off-site location is deemed necessary to protect student safety and to expedite reunification, all parents/guardians will be notified of the location change and provided information on accessing the site. The basic infrastructure and procedures in place for student release will still be implemented as they would be for an on-site reunification center.
- All printed materials should be translated into the languages understood by the parents of every child attending the school/site.

Add actions as necessary.

11. Continuity of Operations Plan (COOP)

Objective

This annex describes how the school/site and district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security and continuity of teaching and learning.

Procedure

The Post-Incident Response Team has developed the following procedures for dealing with post-incident response:

Short Term

The Post-Incident Response Team will include building supervisor(s) and other available staff as appropriate. The Operations & Maintenance crew will secure any parts of the building that may have incurred damage or needs to be cordoned off for a criminal investigation. Operations & Maintenance will also determine the building restoration activities. The team will review the incident and develop minutes, which will reflect areas for improvement for future events.

Long Term

The building supervisor(s) and professional staff will observe students and review with faculty any long-term stress that students or staff may exhibit. The director of Operations & Maintenance will evaluate the facilities after an incident to determine additional needs. Long-term response needs will be included by the team in annual updates to the plan.

12. Recovery

Objective

The purpose of recovery is to return to normal the learning environment and district infrastructure. Students and physical structures become the main focus. One of the main goals of recovery is to provide a caring and supportive school/site environment. Paramount is the emotional needs of the students and staff and the quick return to the business of learning. Recovery can be a lengthy process as individuals recover at their own pace.

Procedure

- The Incident Commander activates the Trauma, Illness and Grief (TIG) Team and decides if other outside agencies may be required to assist with student counseling needs.
- Conduct daily briefings with staff.
- Students/staff are monitored for emotional impact.
- Identify what follow-up interventions are needed by students and staff.
- Parents will be kept informed of efforts being made to attend to student safety as well as their emotional needs and what counseling services the district and community have to offer families.
- Plan how anniversaries of events will be commemorated.
- Conduct safety audits and determine what is in need of repair or replacement.
- Determine how to secure buildings which are not usable.
- Take photos or videos of the damage areas.

13. Security

Objective

The purpose of security is to ensure the protection of students and staff as well as district owed property. Efforts will be made to prevent unauthorized entry into the building by the use of the following methods:

Procedure

- All staff and visitors must wear ID badges at all times while on campus and at school/site-sponsored functions of-site. Visitors shall also be required to sign in upon entering a building during normal school/site hours.
- All doors are locked during the school/site instructional day.
- Limiting access for all persons to a minimum number of entrances.
- Being cognizant of strangers in the building and stopping visitors who have not properly registered or are not wearing proper ID badges or displaying a proper visitor pass.
- Providing adequate lighting in all areas.
- Controlling pedestrian traffic in buildings with doors to force visitors into main offices or to a staffed greeter station.
- Video surveillance camera systems where installed shall be used as needed for the continuance of the safety and protection of the building's occupants and its contents.
- Access control systems where installed will be used to restrict entry into buildings to those having a valid right to do so. Building administrators will assist in determining who shall have such rights at their building and to what degree the rights shall extend.

THREAT AND HAZARD-SPECIFIC ANNEXES

The threat and hazard-specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and hazard-specific annexes do not repeat content, but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School/site staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

The school/site should customize threat and hazard-specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school/site evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

1. Active Shooter Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an active shooter on school/site grounds or in the school/site building.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school/site grounds or in the school/site building.

An active shooter or armed assailant on school/site property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school/site is a crime scene and will require a thorough search and processing.

Core Functions

In the event of an active shooter, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Activating the Emergency Response Plan (ERP)

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the Emergency Response Plan (ERP) immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions such as lockdown or evacuation depending on the situation.
- Notify law enforcement; provide location and description of the shooter if possible.

- Notify school/site buses to not enter the area.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.

Staff Actions:

- Use extreme caution.
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Make appropriate notifications; provide description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

2. Bomb Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a bomb threat.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school/site buildings or grounds. 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.

Core Functions

In the event of a bomb threat, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff. Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a command post if necessary.
- Determine what procedures should be activated depending on the nature of the threat.
- Issue instructions such as shelter in place or evacuation depending on the situation.
- Notify law enforcement, provide threat details.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether school/site will be closed or remain open.
- Notify school/site buses to not enter the area.

Staff Actions:

- Implement the appropriate response procedures to keep students safe.

- Police may enlist the assistance of school/site staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Do not touch or handle any suspicious object, bag or container.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

Actions of Individual Receiving Bomb Threat:

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA.
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes.
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone.

3. Intrusion and Threat of Violence

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an intrusion or threat of violence.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an intrusion or threat of violence.

Core Functions

In the event of an intrusion or threat of violence, school/sites will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an intruder in or around the building or any imminent threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiates functional annexes as are appropriate.
- Activate communications annex.
- Notify school/site buses to not enter the area.

Staff Actions:

- Determine whether the person is a legitimate visitor.
- If you are uncomfortable approaching a person be sure to immediately report the person to the Incident Commander.
- Escort all visitors to the greeter station to sign in and obtain a visitor ID.
- If a person is suspected of posing a threat do not approach and immediately contact the Incident Commander.
- Do not engage the person in a confrontation. Take steps to ensure your safety and that of any students.
- Identify the person, person's location, and note if any weapon is visible or suspected.
- Contain the situation and, if possible, remove all innocent persons.

4. Severe Weather

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of severe weather.

Scope

When a severe weather warning is received, staff may be notified to escort students to safe areas in the building.

Core Functions

In the event of severe weather, school/sites will contact emergency services agencies for their assistance as needed. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a severe weather warning will notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiates functional annexes as are appropriate.
- Activate communications annex.
- Announces to staff of an impending weather concern.
- Arranges for outside students and staff to be notified of the event and to return to the building.
- Decides if the concern is severe enough and time allows to complete an early dismissal or if sheltering inside the building or relocating to another building is the most appropriate course of action.

Staff Actions

- If issued a two way radio monitor channel one or two if you have it.
- In general move to a lower level and a less glass enclosed area.
- Avoid wide expanses of open space.
- Close any blinds to shield from glass and debris.
- Duck and cover procedures, or sheltering under desks shall be implemented if necessary.

5. Gas Leak

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a gas leak.

Scope

During a gas leak it is important to exit the building as quickly as possible. Remember to not turn on or off any electrical switches or devices. Do not exit past an area where the leak is believed to be originating.

Core Functions

In the event of a gas leak, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a gas leak should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Call 911 and notify Operations & Maintenance and Rochester Gas & Electric to report the leak.
- Initiate functional annexes as are appropriate.
- Activate Communications Annex.
- Announce the evacuation of the building away from the affected area. Do not use the fire alarm to activate evacuation if you have a bell type alarm. Make certain to state the reason for the evacuation so those inside are aware that they should not use any electrical devices. Consider using a runner(s) to announce the evacuation.
- Arrange for the main entrance sign in log to be taken to the staging area if no greeter is on duty at the time of the incident.
- Notify school/site buses to not enter the area.

Staff Actions:

- Immediately notify the Incident Commander if you believe there is a gas leak.
- Be prepared to evacuate to your designated area as soon as directed to do so.
- Do not use light switches or other electrical devices to reduce the chances of a spark.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the Incident Commander.

- The Director of Operations & Maintenance may turn off of gas to the building and assist in determining the source of the leak as well as establish a repair plan.

6. Chemical Spill

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a chemical spill.

Scope

For chemical spills inside and outside the building

Core Functions

In the event of a chemical spill, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a chemical spill should notify the Incident Commander as soon as possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify Operations & Maintenance and the Emergency Response Team and set-up a command post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Determine if the spill warrants evacuation of the building.
- Decide if the assistance of outside agencies may be required depending on the nature of the spill.
- Direct the air intake to be shut off and sealed if necessary for outside spills.
- Notify school/site buses to not enter.

Staff Actions:

- Keep students away from the spill and notify the Incident Commander immediately.
- Prepare to evacuate the building should the announcement to do so be made.
- If instructed to do so upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the command post.
- For hazardous chemical spills outside, consider sheltering students inside.

7. Fire and Explosion

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a fire or explosion.

Scope

Any staff or student who sees smoke or fire is directed to pull the fire alarm to evacuate the building per the Building-Level Evacuation Plan. The principal/director or designee shall notify 911 to insure the alarm was received.

No one shall re-enter the building until such time as the fire department has determined it is safe to reenter. The District Superintendent or designee shall be the only individuals authorized to notify staff that the building has been deemed safe to re-enter by the fire department.

Core Functions

In the event of a fire or explosion, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a fire or explosion should locate to a safe area and call 911 at once to report the incident. Upon completion of the 911 call the individual should notify the Incident Commander.

Appropriate announcements shall be made and the Superintendent shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Notify school/site buses to not enter the area.
- Upon completion of the incident, notify staff that the building has been deemed safe to re-enter by the fire department.

Staff Actions:

- Upon activation of the building fire alarm system all faculty, staff and students will immediately exit the building and proceed to their predetermined evacuation area. Close the door to the room you exited.
- Do not allow anyone to first stop to pick up belongings.
- Staff shall be responsible for clearing the hallway, including bathrooms.

- If issued a two-way radio, take it with you.
- Remember to quickly but orderly move far enough away from the building so as not to cause a bottle neck for those still trying to exit the building or interfere with responding emergency vehicles.
- Upon evacuating staff will proceed to their predetermined evacuation area.
- Once at your evacuation area administrators and teachers should account for all students and staff.
- Report unaccounted individuals or students to the command post.

8. Biological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a biological threat such as anthrax or the like.

Scope

If a biological threat is received via telephone, the recipient shall record information on the telephone threat checklist if possible. If a letter or package is received which threatens a biological exposure the recipient shall follow the staff actions set forth below.

Core Functions

In the event of a biological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a biological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Initiate functional annexes as necessary.
- Activate Communications Annex.
- Calls 911 for assistance and follow the directions regarding the movement of students and staff.
- Direct the shutting off of ventilation systems to limit air movement if the threat warrants it.
- Notify school/site buses to not enter the area.
- Announce an evacuation of the building if appropriate to do so.

Staff Actions

- If the threat is a letter or package, immediately close it, cover with a box or larger envelope and avoid further contact.
- Immediately prevent persons from leaving or entering the room.
- Notify the Incident Commander.
- Avoid touching face or mucus membranes until they can thoroughly wash with soap and water.
- Reduce air movement by shutting off fans and closing windows.

9. Radiological Threat

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a radiological threat.

Scope

Procedures shall most likely be shelter in place or early dismissal.

Core Functions

In the event of a radiological threat, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a radiological threat should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify staff to follow procedures as advised by the county coordinator.
- Notify school/site buses to not enter the area.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the county coordinator.

10. Epidemic and Pandemic

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of an epidemic or pandemic.

Scope

Subsequent to such a problem being identified and brought to the attention of the Incident Commander.

Core Functions

In the event of an epidemic or pandemic, school/sites will contact emergency services agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school/site personnel and students from undue exposure to danger. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of an epidemic or pandemic should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and sets up a Command Post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify the school/site doctor, and public health officials. The public health officials and the school/site doctor shall provide recommendations for the school/site to follow.
- Advise staff and students of the public health officials' and school/site doctor's recommendations to follow.
- Provide information to the media regarding what the present actions of the district are.

Staff Actions

- Upon becoming aware of a problem, immediately notify the Incident Commander.
- Follow procedures as advised by the public health officials' and school/site doctor's recommendations.

11. Hostage Kidnapping

Objective

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a hostage or kidnapping.

Scope

For hostage-taking and kidnapping cases. There are two primary types of abduction:

- Kidnapping: taking of a person by abduction
- Custodial interference: a relative of a child less than 16 years, who intends to hold such child permanently or for a protracted period of time and, knowing that he/ she has no legal right to do so, takes or entices such child from a lawful custodian, (i.e. school environment)

Core Functions

In the event of a hostage/custodial interference, school/sites will contact emergency services agencies for their assistance. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of Hostage/Kidnapping should notify the principal/director as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a Command Post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiate functional annexes as necessary.

Staff Actions:

- Immediate contact the building administrator who will call 911.
- Administrator may initiate school lockdown.
- Gather pedigree information regarding missing child.
- Try to identify any potential witnesses – This is crucial to the success of locating the child quickly and unharmed.

12. Civil Disturbance

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school/site property in the event of a civil disturbance.

Scope

For any type of civil disturbance inside or outside of school/site(s), such as riots, sit-ins, racial conflict or long altercations.

Core Functions

In the event of a civil disturbance, school/sites will notify the District Superintendent and 911 if necessary. Precautionary measures are outlined below to address the situation. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Lockdown/Lockout
- Shelter in Place
- Evacuation
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware a civil disturbance should notify the principal/director as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions:

- Notify the Emergency Response Team and set up a command post if necessary.
- Determine the credibility of the threat and decide if 911 needs to be called.
- Initiate school lockdown if necessary.
- Follow up with the District Superintendent and the coordinator of safety and security, the police and community leaders and other appropriate parties for opening school the next day.
- Update staff before school begins.
- Consider calling in counselors to be available the next day.
- Initiates functional annexes as are appropriate

Staff Actions:

- Keep the command post advised of any additional information
- Gather information as to what is taking place, number of people involved and intentions of the group..
- Move away from the areas where the confrontations may occur.

13. Bus Accident

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect from further injury students/staff and school property as well as procedures to follow in the event of a bus accident.

Scope

Bus drivers shall contact the transportation supervisor who will notify the transportation director. The director will advise.

Core Functions

In the event of a bus accident schools will contact emergency services agencies for their assistance.

Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to further injury. Efforts should be made to remain calm.

Functional Annexes That May Be Activated

- Shelter in Place (on bus)
- Evacuation (from bus)
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan (ERP)

Individual(s) aware of a bus accident shall notify the principal/director as soon as possible. Appropriate notifications shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Notify the Emergency Response Team and set up a command post if necessary.
- Initiate functional annexes as are appropriate.
- Activate communications annex.
- Notify the building administrator.
- Assign a designee to respond to the hospital if students need to be transported there.
- Provide information to the media regarding the plan implemented by Monroe 2-Orleans BOCES.
This will usually be done in conjunction with the home district or may be done by the home district.

Staff Actions:

- The driver, if possible, will immediately notify the transportation supervisor.
- The driver will ensure the students are in no further danger.
- The driver will request assistance from fire, ambulance and police as is appropriate.
- The driver will initiate the Accident Report Procedure with the first priority being to establishing a list of names of students on the bus.
- The transportation supervisor will notify the Incident Commander.
- Building Administrators after being notified will notify parents of children who were injured or shall be late arriving home.
- Parents will be encouraged to not respond to the scene of the accident.

APPENDICES

The appendices are included for the purpose of documenting vital information necessary for emergency response. These tables should be completed with the requested information or a suitable replacement inserted in their place. This information should be continually updated to avoid confusion and delay during emergency response.

Appendix A – Communications

The following tables should be completed with the requested information. Expand tables to include all information as needed.

Building – Administrative Staff

Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
Mundt, Gail	Special Ed Supervisor	617-2457	313-8867	YES	NO

Building – Faculty

Room	Name	Grade	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
	Kraham, Josh	12+	617-2900	465-0379	YES	No
	Gartland, Cathy	12+	617-2902	764-1599	YES	No
	Nathaniel Parker	12+	617-2900	727-3748	YES	No

Building – Support Staff

Room	Name	Title	Primary Contact	Alternate Contact	Safety Team Member	CPR/AED Certified
		SBA	617-2900			
	Connolly, Katy	Transition		329-0748	No	No

District Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Comanzo, Douglas	Coordinator, Safety & Security	851-9283	352-2777	NO
Sleight, Travis	Director, Operations & Maintenance	406-0162	352-2655	NO
Security on Duty	Safety & Security	305-8890		NO

Transportation Contact Information

Name	Title or Department	Primary Contact	Alternate Contact	Safety Team Member
Pease, Heather	Director, Transportation	352-2720		

External Contact Information (Non-Emergency)

Agency	Contact Person	Primary Contact	Alternate Contact	Safety Team Member
State Police		911	398-4100	NO
MC Sheriff's Office	Captain Pat Rojas	911	753-4470	NO
Fire Department	Chief Michael Sauer	911	303-1460	NO
State Education Dept.	Rosanne Groff	518-474-3906		NO

Appendix B – Incident Command System (ICS)

The following tables include name and contact information of command staff and locations of command posts.

Incident Commander

	Name	Title/Department	Contact
PRIMARY	Mundt, Gail	Special Education Supervisor	617-2457
SECONDARY	Kraham, Josh	SBA	617-2900
TERTIARY			

Safety Officer

	Name	Title/Department	Contact
PRIMARY	Gartland, Cathy	School Social Worker	617-2902
SECONDARY			
TERTIARY			

Liaison Officer

	Name	Title/Department	Contact
PRIMARY	Nathaniel Parker	Teacher	617-2900
SECONDARY			
TERTIARY			

Public Information Officer

	Name	Title/Department	Contact
PRIMARY	Dawe, Stephen	Communications Manager	355-5967
SECONDARY			
TERTIARY			

Command Posts

	Interior	Exterior
PRIMARY	Conference Room	Parking lot
SECONDARY		Fire department
TERTIARY		

Appendix C – Emergency Response Teams

8 NYCRR Section 155.17 (e)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. The following tables are provided for the documentation of those teams your school/sites ERT and PRT, please add additional tables if other response teams are utilized.

Emergency Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Kraham, Josh	SBA	617-2900	
Gartland, Catherine	School Social Worker	617-2902	
Mundt, Gail	Special Education Supervisor	617-2457	313-8867
Nathaniel Parker	Teacher	617-2900	

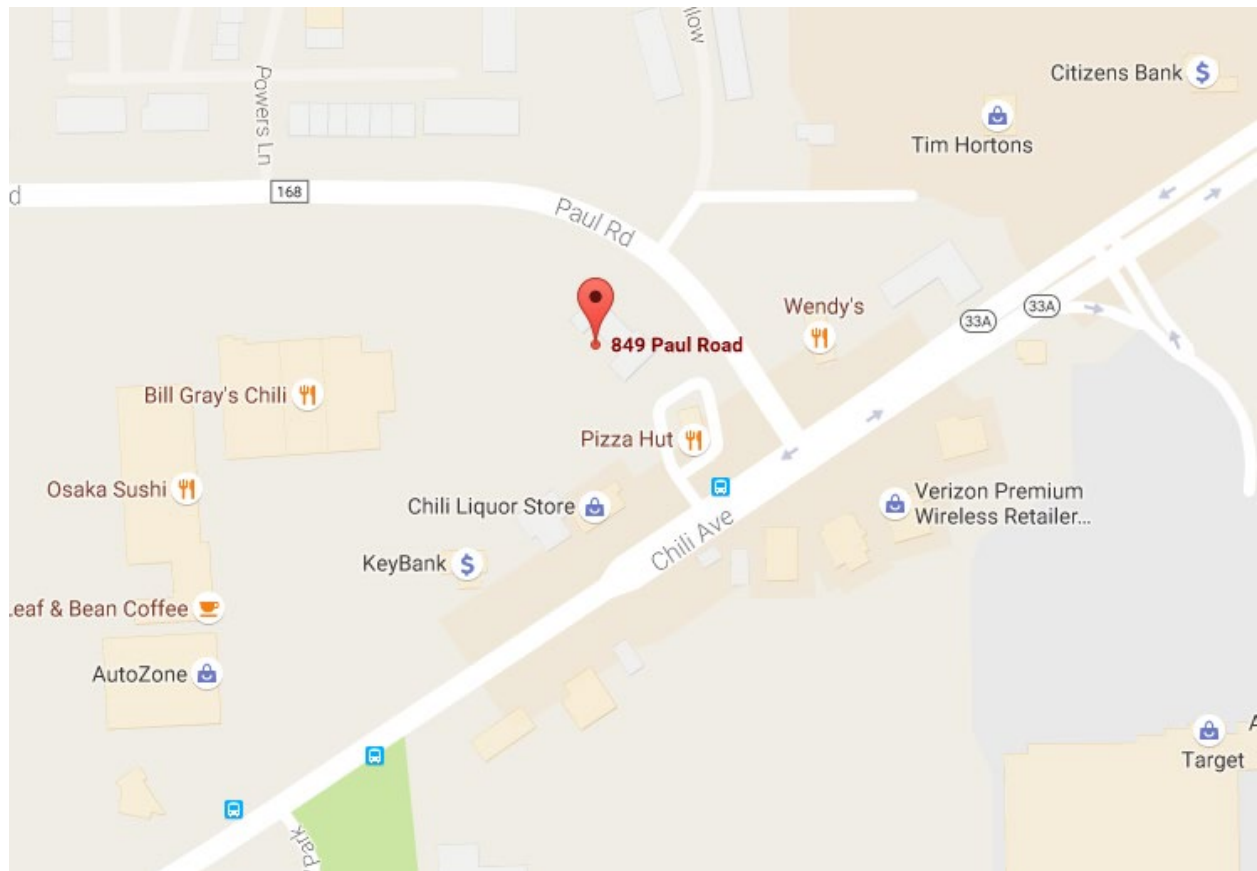
Post-Incident Response Team

Name	Title or Department	Primary Contact	Alternate Contact
Kraham, Josh	SBA	617-2900	
Gartland, Catherine	School Social Worker	617-2902	
Mundt, Gail	Special Education Supervisor	617-2457	313-8867
Nathaniel Parker	Teacher	617-2900	

Appendix D – Memoranda of Understanding (MOU)

Appendix F – Building/Grounds and Local Road Maps

8 NYCRR 155.17 (e)(2)(iii) Procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school/site interior, school/site grounds and road maps of the immediate surrounding area.





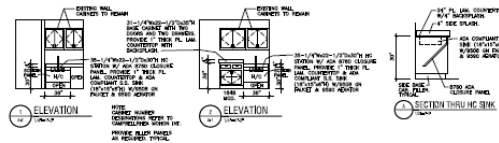
PER ALL CITY DEPT. REVIEW

DATE OF STUDY: 10/15/14
 PROJECT NAME: 205204
 PROJECT LOCATION: 1200 S.W. 10th Ave.
 PROJECT TYPE: OFFICE BUILDING

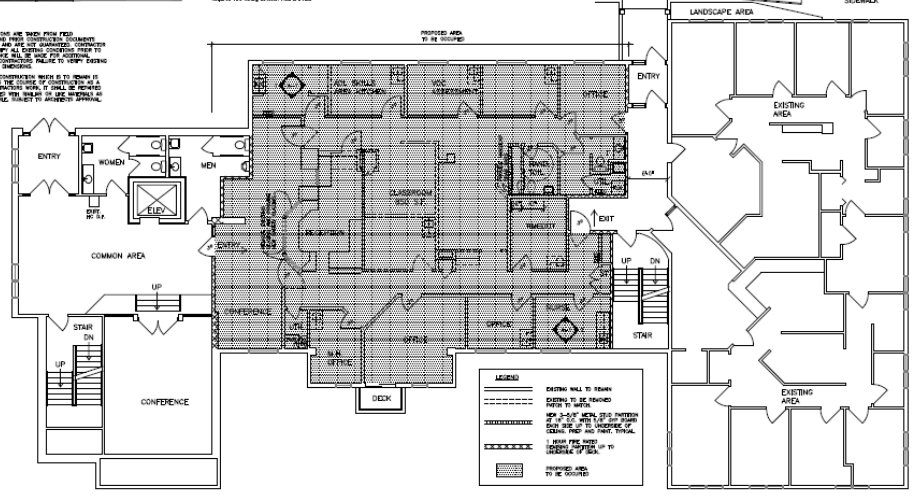
PERMITS REQUIRED: YES
 REGULATIONS APPLICABLE: YES
 REGULATIONS BY THE COMMISSIONER OF ENVIRONMENT NEEDED: YES
 ALL APPLICABLE REGULATIONS:
 - BUILDING CODE (L.C. 10-10)
 - PLANNING CODE (L.C. 10-10)
 - ZONING CODE (L.C. 10-10)
 - AIR QUALITY CONTROL REGULATIONS (L.C. 10-10)

No.	Item	Quantity	Unit	Cost	Analysis Size
1	Structural Steel	100	lb	1.00	100
2	Structural Concrete	100	cu yd	1.00	100
3	Rebar	100	lb	1.00	100
4	Formwork	100	sq ft	1.00	100
5	Excavation	100	cu yd	1.00	100
6	Foundation	100	sq ft	1.00	100
7	Roofing	100	sq ft	1.00	100
8	Interior Finishes	100	sq ft	1.00	100
9	MEP	100	sq ft	1.00	100
10	Site Work	100	sq ft	1.00	100
11	Site Grading	100	sq ft	1.00	100
12	Site Paving	100	sq ft	1.00	100
13	Site Landscaping	100	sq ft	1.00	100
14	Site Utilities	100	sq ft	1.00	100
15	Site Security	100	sq ft	1.00	100
16	Site Signage	100	sq ft	1.00	100
17	Site Lighting	100	sq ft	1.00	100
18	Site Fencing	100	sq ft	1.00	100
19	Site Access	100	sq ft	1.00	100
20	Site Parking	100	sq ft	1.00	100
21	Site Driveway	100	sq ft	1.00	100
22	Site Sidewalk	100	sq ft	1.00	100
23	Site Stairs	100	sq ft	1.00	100
24	Site Ramps	100	sq ft	1.00	100
25	Site Elevation	100	sq ft	1.00	100
26	Site Section	100	sq ft	1.00	100
27	Site Foundation	100	sq ft	1.00	100
28	Site Structure	100	sq ft	1.00	100
29	Site Interior	100	sq ft	1.00	100
30	Site Exterior	100	sq ft	1.00	100

No.	Item	Quantity	Unit	Cost	Analysis Size
1	Structural Steel	100	lb	1.00	100
2	Structural Concrete	100	cu yd	1.00	100
3	Rebar	100	lb	1.00	100
4	Formwork	100	sq ft	1.00	100
5	Excavation	100	cu yd	1.00	100
6	Foundation	100	sq ft	1.00	100
7	Roofing	100	sq ft	1.00	100
8	Interior Finishes	100	sq ft	1.00	100
9	MEP	100	sq ft	1.00	100
10	Site Work	100	sq ft	1.00	100
11	Site Grading	100	sq ft	1.00	100
12	Site Paving	100	sq ft	1.00	100
13	Site Landscaping	100	sq ft	1.00	100
14	Site Utilities	100	sq ft	1.00	100
15	Site Security	100	sq ft	1.00	100
16	Site Signage	100	sq ft	1.00	100
17	Site Lighting	100	sq ft	1.00	100
18	Site Fencing	100	sq ft	1.00	100
19	Site Access	100	sq ft	1.00	100
20	Site Parking	100	sq ft	1.00	100
21	Site Driveway	100	sq ft	1.00	100
22	Site Sidewalk	100	sq ft	1.00	100
23	Site Stairs	100	sq ft	1.00	100
24	Site Ramps	100	sq ft	1.00	100
25	Site Elevation	100	sq ft	1.00	100
26	Site Section	100	sq ft	1.00	100
27	Site Foundation	100	sq ft	1.00	100
28	Site Structure	100	sq ft	1.00	100
29	Site Interior	100	sq ft	1.00	100
30	Site Exterior	100	sq ft	1.00	100



GENERAL NOTES
 1. REFER TO ALL CITY DEPT. REVIEW FOR ALL APPLICABLE REGULATIONS.
 2. ALL WORK SHALL BE IN ACCORDANCE WITH THE LATEST EDITIONS OF THE BUILDING CODE, PLANNING CODE, ZONING CODE, AND AIR QUALITY CONTROL REGULATIONS.
 3. ALL MATERIALS SHALL BE OF THE HIGHEST QUALITY AND SHALL BE APPROVED BY THE ARCHITECT.
 4. ALL WORK SHALL BE COMPLETED WITHIN THE SPECIFIED TIME FRAME.
 5. ALL WORK SHALL BE SUBJECT TO INSPECTION AND APPROVAL BY THE ARCHITECT AND ALL CITY DEPT. REVIEW.



LABELIA
 ARCHITECTS
 1200 S.W. 10th Ave.
 MIAMI, FL 33135
 (305) 555-1234
 www.labelia.com

PROJECT INFORMATION
 PROJECT NAME: 205204
 PROJECT LOCATION: 1200 S.W. 10th Ave.
 PROJECT TYPE: OFFICE BUILDING
 PROJECT START: 10/15/14
 PROJECT END: 12/31/14

DESIGN TEAM
 ARCHITECT: LABELIA ARCHITECTS
 ENGINEER: [Name]
 MECHANICAL: [Name]
 ELECTRICAL: [Name]
 PLUMBING: [Name]

REVISIONS

No.	Description	Date
1	Issue for Review	10/15/14
2	Revised	10/20/14
3	Final	11/01/14

Appendix H – Mental Health

Symptoms of mental health disorders vary depending on the type and severity of the condition. Many times changes and concerns can be addressed simply by contacting the family and asking that they follow up with a health care provider. At times, however, symptoms may be more severe and pose a mental health emergency. Possible signs that someone is having a mental health emergency are as follows:

- Confused thinking or change in typical style of interacting
- Increased anger and/or mood swings
- High emotionality and/or inability to cope in the moment
- Behaving recklessly in a manner that poses a risk to self or others
- Expressing feelings of worthlessness or hopelessness
- Making statements or gestures indicating that s/he wishes to harm self or die
- Making statements or gestures threatening to harm others
- Questionable influence of drug or alcohol use affecting current behavior

If a person is demonstrating any of the aforementioned signs of a mental health emergency, they should be taken seriously and immediate action should be taken. The program supervisor should be notified and a Risk Threat Assessment Plan may be activated.

Possible actions include:

- Call Security/911 if an immediate threat to student/staff safety is present.
- Arrest and/or mental hygiene arrest may be warranted.
- Isolate individual as much as possible and maintain supervision at all times
- Contact parent/guardian for student removal with recommendation to seek assessment and treatment, either through pediatrician, community-based mental health provider, mobile crisis team, and/or visit to emergency room if suicidal ideation or safety concern is present.
NOTE: Parent or guardian must be contacted in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide
- If student can be maintained on school grounds, consider contacting Mobile Crisis team (via Lifeline at (585) 275-5151).
NOTE: Family is charged a co-pay/fee when this is used on behalf of a student.

Appendix I – Violence Prevention

You can increase your ability to recognize early warning signs by establishing close, caring, and supportive relationships with students so that you know them well enough to note changes in their behavior patterns. Be aware that one of these signs alone may not be an indicator but one sign may lead you to look for more signs. Try to understand violence and aggression within context (culture/family background) avoid stereotypes, view warning signs within a developmental context, and understand that a child may typically exhibit multiple signs.

Early Warning Signs for Students at Risk:

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Having been a victim of violence
- Feelings of being picked on and persecuted
- Low interest in school/poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Impulsive or chronic hitting, intimidating, and bullying
- History of discipline problems
- Past history of violent/aggressive behavior and/or violence toward peers
- Intolerance for differences/prejudices
- Drug and/or alcohol use
- Caregivers have a history of drugs/alcohol involvement
- Peer group reinforces antisocial behaviors
- Learned attitudes accepting aggressive behavior as normal and effective in solving problems
- High level of violence in the home, neighborhood, or media
- Poor attendance and numerous school suspensions
- Affiliation with gangs
- Difficulty with social skills and poor peer relations
- Easily influenced by others/tendency to copycat
- History of parental rejection, inconsistent discipline and lack of supervision
- Difficulty controlling impulses and emotions
- Inappropriate access to, possession of, and use of firearms
- Serious threats of violence
- Poor personal hygiene
- Cruelty to animals
- Setting of fires
- Lack of remorse or empathy others

Imminent Warning Signs:

- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage for minor reasons
- Detailed threats of lethal violence

- Possession and/use of firearms and other weapons
- Self-injurious behaviors or suicide threats/expressions of hopelessness
- Irrational beliefs and ideas
- Verbal, non-verbal, or written threats or intimidation
- Fascination with weaponry/bombs and/or violent acts
- Expression of plan to hurt self or others
- Externalization of blame
- Unreciprocated romantic obsession
- Fear reaction among fellow students or faculty
- Drastic changes in belief systems
- New or increased stress at home or school
- Inability to take criticism
- Feelings of being victimized
- Intoxication from alcohol or drugs
- Violence toward inanimate objects
- Steals or sabotages projects or equipment
- Lack of concern for the safety of others

If you suspect that one of your students is exhibiting signs or is at risk of violence, contact your supervisor immediately.

Monroe 2-Orleans BOCES has a Threat Assessment Plan in place that can be activated to address related issues.

Appendix J – Bomb Threat Report Data Sheet

Date: _____

Time: _____

Your name: _____

Position: _____

Phone: _____

Exact wording of the threat:

Questions to ask:

1. When is the bomb going to explode?

2. Where is the bomb 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? Why?

7. What is your name and address?

Threat Information:

Gender of caller: _____

Race of caller: _____

Age of caller: _____

Length of call: _____

Number at which threat call was received:

Number from which threat call was made:

Threat Language:

____ Electronic ____ Foul language
____ Incoherent ____ Irrational
____ Taped ____ Well-spoken
____ Other _____

Caller's voice:

____ Accent (type): _____
____ Angry ____ Calm
____ Crying ____ Deep-breathing
____ Disguised ____ Excited
____ High-pitched ____ Intoxicated
____ Loud ____ Low-pitched
____ Nasal ____ Slow
____ Soft/whisper ____ Stutter
____ Other _____

Background noises:

____ Animal(s) ____ Airplanes
____ Cell phone ____ Factory noises
____ House noises ____ Music
____ Static ____ Traffic
____ Voices (describe) _____



Monroe 2-Orleans BOCES

PANDEMIC PLAN

**Updated
June 2, 2020**

Defining the Plan

According to the World Health Organization (WHO) pandemic is a world wide spread of a new disease. (Feb 2020 WHO website)

Influenza pandemic occurs when a new influenza virus emerges and spreads around the world. Most people have no immunity.

The Purpose of the Guide

The purpose of this document is to assist in managing the impact of an influenza, pandemic or other Department of Health reportable illness, if one should transpire, that affects the BOCES 2. This document focuses on two main strategies which include:

- Sustaining educational functions.
- Reducing the spread of the illness within school facilities.

This guide provides procedures to address:

- Communication to schools from external sources regarding a pandemic illness and internal communications within the school.
- Activities to reduce the spread of the illness:
 - Reducing the risk of infected persons entering BOCES 2 Schools, including: students, staff and all visitors.
 - Student spacing – reducing person-to person interactions.
 - Social distancing – reducing or postponing school events or activities.
 - Cleaning and disinfecting school facilities.
 - Educating parents/students/staff to address potential concerns.
 - Address those students/employees that may become ill while at school as well as those who may have been exposed to a virus.

Prevention

- Disseminating information regarding:
 - Prevention strategies.
 - Other public health guidance provided by governmental agencies.

- Maintaining School Functions:
 - Identify essential staff and school functions.
 - Plan for absenteeism of students and/or staff members.
 - Communicate to parents/guardians/students/staff.
 - Education for employees/students/parents/guardians regarding the pandemic.

The District-Wide Health & Safety Committee

Management of Operations

- The District-Wide Health & Safety Committee and District Superintendent/designee, including Nursing Department Chairperson/designee and Occupational Health Nurse will be responsible for the pandemic plan.

- The Communications Manager will be responsible for communications as directed by the District-Wide Health & Safety Committee.

- If necessary, the District-Wide Health & Safety Committee will be assembled. This team will be responsible for the implementation of the pandemic plan.

- If necessary, the District Superintendent/designee may initiate an Incident Command Center at the ESC Building to manage the pandemic plan. The command center will collaborate with the BOCES 2 Physician, the Monroe County Health Department, Component Districts and other local, county and state agencies.

- Planning by the District-Wide Health & Safety Committee will include input from the BOCES 2 Physician and the Nursing Department Chair/designee, Occupational Health Nurse, teachers, administration, parent representatives and other members of the community as appropriate.

- The District-Wide Health & Safety Committee will review the local emergency response and public health plans. The review of the District's communicable disease policies and procedures will be completed by the Chief Emergency Officer, BOCES 2 Physician and the BOCES 2 Nursing Department Chair/designee and Occupational Health Nurse.

- The necessary Personal Protective Equipment (PPE) will be provided, as available and used as directed by the Monroe County Health Department, CDC, NYSDOH Our communicable disease regulations refers to guidance from NYSDOH & local Health Department.
- All staff absences will be monitored by individual building administration. Any spikes or excessive absences will compiled and sent to the Director of Human Resources.
- The Nursing Department Chair/designee will be responsible for reporting Upper Respiratory Illness (URI) student absences to the District Superintendent's Cabinet.
- Upon notification to the District Superintendent/designee by the Monroe County Public Health Department that a pandemic is occurring, the District-Wide Health & Safety Committee will:
 - * Set up prominent notices at all facility entry points advising students and visitors, not to enter if they have Upper Respiratory Illness (URI) like symptoms or other identified criteria.
 - * Educate employees, students, parents and visitors on how to stop the spread of the virus by disseminating the appropriate information to each school. The information will then be placed in conspicuous places (including entrances, bulletin boards, meeting rooms and restrooms). Notices should contain hygiene information regarding hand washing, cough and sneeze etiquette and student spacing.
 - * The district website will be used for periodic health updates and advisories. Connect Ed will be used as warranted to process rapid notifications to staff and families in the community.
 - * The Monroe 2 BOCES Director of Operations & Maintenance, in cooperation with the Nursing Department will take measures to ensure the presence of PPE & hygiene related supplies, for employee and student use and OSHA approved cleaning supplies for employee use.
 - * Decisions on how and when to operate the school system with a significant shortage of staff and students will be made by the District Superintendent/designee. Such a decision will be made in conjunction with the Monroe County Health Department, the NYS DOH, Centers for Disease Control, the Component School Districts and the Monroe 2 BOCES Nursing Department Chair/designee when appropriate. These decisions may also consider alternatives such as staggered school times, changes to busing and telecommunications. Criteria for implementing containment measures, such as but not limited to

cancelling of events and other mass gatherings, will be determined by the District Superintendent/designee in collaboration with local, State, and Federal guidelines.

- * Procedures to assure continuity of instruction will depend on the variables of the pandemic event. Alternative methods of instruction may include web-casts, e-mail, television or radio broadcasts or other alternative methods. In some cases, a decision may require prolonged school closure and complete postponement of instruction until a later date, such as during previously scheduled vacations. Each BOCES 2 instruction site has formulated continuity of instructions plans to be included in each of the sites Emergency Response Plans (ERP).

Communication for Schools

- * Monroe 2 BOCES has aligned its pandemic plan with the Monroe County Health Department, as well as the Federal and New York State Department of Health and Human Services and the Centers for Disease Control. Pandemic guidance will be consistent with these agencies' recommendations in order to coordinate an appropriate response and to avoid causing unnecessary concern.
Key features include: Working closely with the Monroe County Health Department and establishing communications mechanisms among BOCES 2 School Personnel, Component School Districts and with the community at large.
- * The primary communication channel will be the Monroe County Public Health Website located at <http://www.monroecounty.gov/health-index.php>. Specific information for schools will also be made available both through the aforementioned website and through the Monroe 2-Orleans BOCES Website.
- * The District Superintendent/designee and/or Communication Group Manager will act as spokesperson(s) for the district. Communication channels will be used according to the nuances of the pandemic which may include: website information, school and district newsletters, e-mail and the district's automated telephone message system (Blackboard Connect). All staff will be advised to refer outside media inquiries directly to central office. Scripts for building office staff, nursing, and teaching staff will be provided when appropriate for a consistent message to be given out to everyone.
- * Communications to employees will be placed in each individual school

emergency plan. The Building Administrators will advise the employees in advance where to find up-to-date and reliable information about pandemics. While efforts will be made to inform staff in a timely fashion of all new developments, during actual outbreaks and especially during high district level problem-solving that may take time, minor communication delays may occur. Building Administrators will remind staff that they should only regard official district communications as valid and that patience by all may be required and will be appreciated.

- * Upon authorization of the District Superintendent/designee, communications will be made via the district's automated telephone message system, e-mail, and/or the Monroe 2-Orleans BOCES website, www.monroe2boces.org.
- * The Communications Manager will provide links to the Monroe County Health Department website, the Federal and the New York State Department of Health and Human Services, and the Center for Disease Control that will be disseminated via e-mail and/or the BOCES 2 website www.monroe2boces.org.
- * The Nursing Department Chair/designee and Occupational Health Nurse, in cooperation with the Communications Manager, will provide educational communications regarding best health care practices and community resources related to specific pandemic.
- * The District Superintendent/designee will provide communications regarding school policies for employee's compensation and sick leave absences, mandatory exclusions, and enforcement that may be unique to a pandemic.

Reducing the Spread of Illness

- * The dissemination of information pertaining to the district's Pandemic Preparedness and response plan will be made available on the BOCES 2 website.
- * The district will have rapid and accurate communications. Communications will strive to reduce panic and address the potential for fear and anxiety that the students and/or families may have as a result of rumors or misinformation.
- * To the greatest extent possible, the BOCES 2 will disseminate

information for parents about the potential impact of a pandemic on school functioning. Families will be advised at the start of each school year to have a family emergency plan in place for childcare and intra-family communication in the event of prolonged school closure, as well as to keep the district accurately informed of all emergency contacts as they may change over the year.

- * To the greatest extent possible, the district communications will be culturally and linguistically appropriate to meet the needs of all students/families.
- * The Nursing Department Chair/designee will compile a list of medically fragile students. In the event that the illness spreads, these families will receive verbal and/or written notification.

Student Spacing (social distancing)

Student spacing refers to use of physical distance among students and exposure time among individuals to reduce the spread of illness between people. In the event of a pandemic, BOCES 2 will distribute education and guidance on student spacing to all staff, students and parents according to CDS Guidelines.

Where possible, please consider the following student spacing strategies:

- Spacing student's desks / work surfaces
- Limiting group activities and interaction between classes.
- Creating an isolation room adjacent to, or in close proximity of the health office to maintain symptomatic students, while awaiting transportation home.

School Cleaning

- * Frequent and routine cleaning will remain a best practice. BOCES 2 will follow the local, state, and federal guidelines for cleaning practices during a pandemic outbreak. Specialized cleaning solutions may not be necessary. Therefore, standard cleaning products and soap and water may be adequate to disinfect most surfaces. OSHA approved products will be used according to manufacturer's instructions to ensure adequate amounts of appropriate drying periods are followed.
- * Appropriate ventilation, such as opening windows, to the facility will be used to ensure a clean learning atmosphere.

- * The Director of Operations & Maintenance will establish a schedule for cleaning and changing filters of the heating/air conditioning systems. This should occur more frequently during a pandemic.
- * To the greatest extent possible, staff will be advised not to share telephones. If it is essential that they are shared, they should be disinfected and use approved cleaning solutions always maintaining good hand hygiene.
- * Details regarding cleaning solutions can be found located on the fact sheets at the Monroe County Department of Health Website.

Educating Students/Staff/Parents to Inform and Address Concerns

It is likely there will be anxiety regarding the pandemic influenza, and this may contribute to increased absenteeism and/or increased distress to students, parents and staff. Suggested methods to address this include:

- * Educating those involved in the BOCES 2 preparedness and ongoing management efforts.
- * Provide timely updates to students, parents, teachers and other relevant parties.
- * During a pandemic, continue to educate staff, students and parents regarding the progress of the pandemic, its avoidance, and its effects.
- * As needed, work with local resources and local public health officials to assure support mechanisms are readily available. (For example: counselors, mental health, social services and faith based resources.)

Managing Illness in Staff, Students or Visitors

- * The Building Administrators, based on central office guidance, will post information on what to do if people get sick while at school.
- * BOCES 2 Administration, in conjunction with the Communications Manager, will inform staff and students regarding symptoms of the illness.
- * The BOCES 2 Physician in collaboration with the Nursing Department Chairperson/designee & Occupational Health Nurse will review and approve BOCES 2 Infection & Exposure Control Manual for managing suspected or confirmed illness, including identification criteria, infection control, personal protective devices, and exclusion criteria.

- * If a student becomes ill or if someone observes that another person is exhibiting symptoms of URI at school, staff will direct the student to the health office for evaluation and when indicated by the school nurse, ensure that the ill person leaves the school as soon as possible, and does not return until the exclusion period has been lifted. Ill students should wear a mask, as tolerated and wait in the isolation room until dismissed or picked up from school.
- * To the greatest extent possible, the transportation of ill students will be done by a parent and/or guardian. If the student is transported by a bus, a mask should be worn by the effected student, as tolerated.
- * Parents of ill students will be directed to seek medical care. The BOCES 2 Physician and/or School Nurse Practitioner will advise nursing staff on complicated cases, following the recommendations of the Local County Health Department.
- * Staff that become ill while at work will, immediately don a mask and proceed with self-isolation. They will contact their supervisor and they will leave their worksite as soon as possible.
- * Parents and/or students, as well as staff members, will adhere to guidelines set forth by the Monroe County Health Department regarding standard baselines for staying home and when they may return to school. Supervisors and Building Administrators working in cooperation with teaching and nursing staff will enforce mandatory exclusions.
- * The Nursing Department Chair/designee will report early dismissal and/or absence to NYSDOH, local DOH, and/or designated reported entity, on a daily basis as requested.

Continuity of Operations

The BOCES 2 Business Continuity Plan will be utilized should it be required during a pandemic.

Required Personnel

- * All district-level administrators – to assist with communication, work with other agencies and plan accordingly.

- * All Building Administrators – to assist with communication, building guidance and enforcement, and planning with district level administration.
- * Secretarial staff – to assist in carrying out the plan of action as directed by the district office and building administrator.
- * All Operations & Maintenance staff members – to ensure a safe, clean environment.
- * All nursing staff members – to assist in planning and promoting safe and healthy environments; to identify and manage staff and student illness; to assess, stabilize, and triage individuals with URI, and to assist the Building Administrators in enforcement of mandatory exclusions.
- * All budgetary and payroll issues that arise due to a pandemic will be addressed according to state and federal law, school district policy and the idiosyncrasies of the pandemic.

Alternative Education Methods

Monroe 2 BOCES reserves the right to educate children based on the details of the pandemic.

Alternative modes of education may be delivered by: web-based learning, e-mail, television/radio broadcasts and/or U.S. Postal Service. Alternatively, postponement of instruction with make-up sessions over previously planned vacations may be required based on local, state and federal guidance, as well as the feasibility of extended out-of-school instruction.

School Pandemic Maintenance

- * The District Pandemic Plan will be reviewed and revised annually by the District-Wide Health & Safety Committee
- * The plan will be tested periodically. Relevant agencies, such as the Monroe County Health Department, may be involved in the test.

Appendices

1. Instructional

- Career Technical Education (CTE)
- Westside Academy
- Exceptional Children
 - Exceptional Children Learning Center / ADL House
 - Ridgecrest Academy
 - Exceptional Children Westview
 - Village Plaza
 - Paul Road Transition
- Center for Workplace Development (CWD)

2. BOCES 4 Science

3. Business

4. HR

5. CaTS

6. Communications

7. Operations and Maintenance

Instructional

Career Technical Education- CTE

CTE Emergency Response Plan Annex

Pandemic Plan

Stage: Preparations before confirmed case/LEVEL 1 (*Actively Monitoring-No Cases locally*)

- Staff reminded to go home/stay home if sick
- Staff and students encouraged to use good infection control practices, proper hand washing live demonstrations by CNA students and staff, proper hand washing video shared across department
- Education about proper use of masks
- Reviewed O&M cleaning and disinfecting practices and schedule for improved collaboration
- Hand sanitizer and disinfecting wipes made available across the department
- Isolation room identified (Main Conference Room)
- Staff asked to consider social distances if/when appropriate or possible without causing unnecessary concern
- Lists compiled of all upcoming events/activities beyond classroom instruction
- Events/activities reviewed on a case-by-case basis
- Staff encouraged to consider creative WBL activities as alternatives to external activities
- Staff encouraged to review instructional technology options and consider expanded use (Schoology, Remind App, P drive), implementation support offered by Instructional Specialists and colleagues with extensive experience using the technology
- Staff asked to expand sub plans and collaborate with colleagues so student cohorts can be merged if necessary
- Staff encouraged to review curriculum maps and consider units/lessons requiring less lab/application in case on-line learning is necessary
- Staff surveyed to determine computer and internet access at home, laptops prepared and sent home on Friday with staff lacking technology at home
- Staff advised to know passwords and confirm access to resources for use at home, email with Technology Tips shared across department
- Staff asked to review steps necessary to close classrooms for extended periods of time and communicate concerns with administration
- Attendance secretaries (student and staff) asked to alert administration to increased absences or clusters
- Office staff asked to review daily and weekly tasks and confirm that a colleague is cross-trained on all necessary tasks
- Staff advised to update contact information with HR for communication purposes (especially if they did not receive notification about the recent snow day)
- Staff encouraged to process direct deposit request

- Communication with families who opted out of hand sanitizer use at start of school year to confirm desire to continue opt out
- Agency-wide communication to families

Stage: Strategies for single or minimal confirmed case(s)/ LEVEL 2 (*Containment-Cases identified locally*)

- Level 1 practices continue
- WBL activities in large healthcare facilities cancelled
- Classrooms in healthcare facilities/public facilities relocated to main campus
- WBL group activities (field trips, competitions) cancelled for a 2 week window
- Planned events with large numbers expected (Craft and Vendor Show, ProStart Competition) cancelled for a 2 week window
- Remaining WBL considered on a case by case basis
- If one or a few students are impacted, we will use our existing process for Long Term Suspended and/or Medically Absent students. Work will be provided through electronic means and/or courier where necessary

Stage: Outbreak in school/high number of students and staff affected/LEVEL 3 (*Mitigation-Confirmed Cases among students/staff*)

- Level 1 and Level 2 practices continue
- Merge classrooms/cohorts if necessary
- Review remaining WBL activities, events reviewed and cancelled as necessary
- Modified instruction available through instructional technology and/or distance instruction
- Hard copy units/lessons provided to students without necessary technology at home

Westside Academy

Westside Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers are all prepared with distance learning and online resources to teach, including using Zoom
- All students have emails and logins for all instructional materials
- Students have given / shared with us, through a form, their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Counselors and Related Service are prepared to communicate with all students if there is an outbreak through Zoom and Phone calls
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Ensure students have appropriate vaccination.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, we will use conference room #15 from the nurse's office as a potential place of isolation, until their parents are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-entered.
- Determine process for re-opening schools or reconvening students • Follow policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Westview

Westview Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room across from the nurses office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.

- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Ridgecrest Academy

Ridgecrest Academy Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse will give a hand washing training to all 8:1:2 and 6:1:2 students. Students in 6:1:1 classrooms will watch a video on proper hand washing during Science class.
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Reconfigure seating in classrooms to insure optimal spacing.
- Alert Tim Dobbertin if there is a spike in either staff or student absenteeism.
- Teachers will extend how far their sub plans go out in case they become ill and are out of the building for an extended period of time.
- Encourage any staff that hasn't to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.
- Review policies and practices related to handling animals in school or on field trips.
- Ensure students are appropriately vaccinated.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms we will use the sensory regulation room as a potential place of isolation, until their parents are able to pick them up from school or we are able to send them home in a car service.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24 hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with LDOH/DOH when a case or cases are known so that close contacts and sources can be identified. You can expect to help LDOH/DOH try to:
- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)

- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re
- Determine process for re-opening schools or reconvening students • Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Paul Road Transition

Paul Road Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the student calm room across from a the nurses office and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children – Rochester Tech Park

Rochester Tech Park Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the conference room (next to Shannon Alvarado's office) and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as --Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Exceptional Children- Village Plaza

Village Plaza Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Building nurse and staff remind of proper hand washing with posters throughout the building
- Staff will clean classrooms between groups of students using supplies made available by building and/or O and M.
- Alert Barbara Martorana if there is a spike in either staff or student absenteeism.
- Students have given shared with us through a form their name, phone number, email address other than school, and if they do or do not have Wi-Fi at home
- Teachers have prepared work to send home with students for 2 weeks
- Teachers have contact information for students/families
- Encourage any staff that has not, to sign up for direct deposit.
- Review and update routine cleaning and sanitation policies.

Single Case (What are we doing when there is a confirmed case)

- If a student shows symptoms, we will use the staff break room across from a restroom and next to an exit as a potential place of isolation, until their parents/guardians are able to pick them up from school.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Provide education regarding cough and sneeze etiquette

During an outbreak

- Teachers are all prepared with distance learning and online resources to participate in class meetings, including using Zoom
- All students have emails and contacts updated
- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school and school events
- Conduct active screening for illness at school
- Separate sick students and staff at school
- Increase social distances within the school environment
- Adapt attendance policies
- Consider school dismissals.
- Work together with DOH when a case or cases that are confirmed so that close contacts and sources can be identified. You can expect to help DOH try to:

- Identify the source of outbreak, scale, and case definition to determine the required response and the level of infectiousness
- Identify an unusual cluster of the disease (i.e., an unusually high number of absences)
- Develop a case definition:
 1. Who is sick?
 2. When did they get sick?
 3. What are the symptoms?
 4. Are new people getting sick?

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can re-open
- Determine process for re-opening schools or reconvening students
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with parents/guardians, students, staff, and media
- Assessing achievement during dismissals and absences.

Center for Workplace Development- CWD

CWD Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Post information related to preventative measures throughout CWD.
- Encourage students and staff to engage in effective preventative practices.
- Reinforce routine cleaning and sanitation practices.
- Develop response plan for +600hr job training programs (Dental Assistant, Medical Office Assistant, HVAC/R)

****COVID-19 SPECIFIC PLAN****

- Program suspension approved (3/12/20) by COE, NYSED, and USDOE
 - Length of suspension defined organizationally through Monroe 2-Orleans BOCES.
- Financial Aid calculations will need to be re-run with appropriate dates and other considerations as outlined by USDOE.
- Notify COE Advisory Boards of program changes and any business partner who may be anticipating internship starts.
- Notify COE and NYSED of program disruption and projected re-start date.
- Consider restructuring specific job training program calendars to prepare for outbreak (i.e. Nurse Assistant, Phlebotomy)
- Ensure instructors have current contact information for students.
- Send email to staff regarding checking voicemails from home.

Single Case (What are we doing when there is a confirmed case)

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Advise staff and students that are sick to stay home from work/class.
- Create a revised attendance policy in event of outbreak
- Increase social distances within classroom and office settings.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean all CWD offices and classrooms
- Determine who the staff/student was in direct contact with since symptoms were observed.
 - Begin conducting active screenings for illness in office.
- If single case occurs at RTP, coordinate with CTE partners to explore relocation options.
- Consider cancelling Literacy and ESOL courses until further notice.

Outbreak in School

- Communicate to staff and students critical updates released through Monroe 2-Orleans BOCES, County & State Department of Health, NYSED, and USDOE.
- Adopt revised attendance policy.
- Suspend all Literacy, ESOL, Nurse Assistant, and Phlebotomy and Continuing Education programs until further notice.

- Suspend all non-essential programming and consider executing essential functions remotely.
 - General email accounts monitored by Linda Rice and Nicole Carpenter.
 - Main phone line message posted indicating closing and direct caller to CWD website for current information.
- Adopt response plan for +600 hour job training programs – Outlined in Preparation Stage.
- Coordinate with Monroe 2-Orleans BOCES Operations & Maintenance to deep clean CWD Offices.
- Monitor main phone line messages, and inquiry emails submitted through CWD website.

Epidemic (What are we doing when many students and staff are infected)

- Follow all guidelines communicated through Monroe 2-Orleans BOCES,
- Follow all protocols outlined during Outbreak
- Develop re-entry plan
 - Cleaning protocol
 - Communication plan to students/staff

Critical Considerations:

Essential Function	Person Responsible	Technology Needs
Financial Aid	Mike DiPasquale	BOCES laptop / VPN
Payroll	Nicole Carpenter	BOCES laptop
Attendance (Only for Distance Learning)	Nicole Carpenter	BOCES laptop / XenDirect
Monitor main phone line / 1 st level response to website inquiries	Angela Capobianco (Nicole Carpenter/Linda Rice)	None

- Kryterion Testing needs to be postponed following guidelines listed above.
- Prometric Testing – Is any scheduled in the next 2-4 months?
- Program reporting – What State/Federal reports are coming due in the next 2-4 months?
- IPEDS
- CTEDS
- Consider mail delivery – Do we have Post Office hold mail? Do we have it redirected to ESC/CTE? Do we utilize essential personnel to handle incoming mail?

BOCES 4 Science

BOCES 4 Science Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Cleanliness: Personnel are reminded to:
- Wash hands regularly and for at least 20 seconds with warm water
- Use Monroe 2-Orleans BOCES provided hand sanitizer – particularly when transitioning between various tasks or when in common area (i.e. breaking down ESP kits)
- Clean personal work areas with Monroe 2-Orleans BOCES approved cleaning supplies (wipes, etc...) multiple times throughout the day in addition to regular and “deep” cleaning conducted by O & M personnel. Note: O & M will provide cleaning supplies approved for use at Monroe 2-Orleans BOCES.
- Increase social distances – including at workspaces and during breaks
- Stay home when sick – particularly when exhibiting symptoms consistent with COVID-19

Communication:

- Regular updates through weekly meetings at BOCES 4 Science, the Monroe 2-Orleans BOCES website, email, hard copy documentation, or other methods as appropriate
- Multiple posters are posted at entrances and throughout the building with information regarding COVID-19 and preventative measures
- Education regarding cough/sneeze etiquette
- Review of practices related to live materials at BOCES 4 Science
- Opportunities to meet with the BOCES 4 Science Director or Assistant Director to ask questions or clarify released information

Confirmed Cases (Single Case, Outbreak in School, Epidemic):

- Instructional: Professional Learning, Training, and Coaching
- In the event that Instructional Personnel are absent due to infection, then BOCES 4 Science will aim to, when possible:
- Support learning opportunities with other personnel – including administrative staff and other instructional staff part of the BOCES 4 Science Team (from Monroe 1 BOCES, WFL BOCES, or GVEP)
- Engage in digital learning opportunities via Zoom (or other digital communication)
- Reschedule learning opportunities
- Cancel (as a last option)

Students: BOCES 4 Science has 3-5 Work Based Learning Students. In the event that a student is exhibiting signs of COVID-19, he/she will use the office of the Director of BOCES 4 Science as an isolation room until the student can be transported back to his/her home district. At that point, O & M will be informed and will plan for a deep clean of the office.

Business/Internal Operations:

- In the event that Kit Processors and/or Stock Clerk/Couriers are absent due to infection, BOCES 4 Science will aim to continue production and shipping of resource kits to districts, when possible, by:
- Reorganizing Stock Clerks/Couriers and/or Kit Processors to support production and shipping of resource kits:
- This may include using Stock Clerks/Couriers to produce resource kits and Kit Processors to assist with shipping
- In the event that many staff are absent due to infection, then professional and office staff will support kit production and shipping as necessary
- In the event that Office Staff are absent due to infection, administrative staff (including the Director of BOCES 4 Science, Assistant Director of BOCES 4 Science, Production Manager, etc...) will support clerical functions including, but not limited to:
- Supporting districts throughout the process to lease kits
- Routine communications with district representatives and BOCES 4 Science staff
- Purchasing materials and supplies
- Note: BOCES 4 Science continues to cross-train personnel to support clerical functions

Pandemic:

- In the event that the infection is widespread and most or all BOCES 4 Science staff members are unable to work then most operations will need to discontinue until such a time as staff members can return to work
- Note: Resource kits cannot be produced and many internal computer systems cannot be accessed at home (programs specific to Inventory, Scheduling, and Production)
- Note: The Director of BOCES 4 Science and Assistant Director of BOCES 4 Science will be available to support digitally from home as necessary – including, but not limited to, communicating with staff, district representations, and supporting the Monroe 2-Orleans BOCES District Continuity of Operations

Business/Finance

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
- Payroll - Banking
- Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
- Cash Flow – Billing and Receivables
- Purchasing of Emergency Items
- 20-21 Budget – Changes from District Final Requests
- Workers' Compensation
- Essential Personnel have remote access to WinCap and banking as identified
- Cross training exists for critical functions

Single Case - Business as Usual

- Building Closed (Other than ESC) – Business As Usual

Epidemic/Pandemic

- BOCES Closed
 1. Payroll – Banking
 - Every 2 weeks, 2 people, 2 hours
 - Remote/On-Site as needed
 2. Accounts Payable - Payments to Essential Vendors (Utilities, Leases, Telecom, Excellus, etc.)
 - Weekly, 1 person, 1 auditor
 - Invoice processing, Check printing and ACH payments
 - Internal Claims Auditing
 - On-Site as needed
 3. Cash Flow – Billing and Receivables
 - In-coming checks can be posted and deposited remotely but need access to mail. Both remote and on-site necessary.
 - Billing is On-Site as needed
 4. Purchasing of Emergency Items
 - Review credit card limits for key personnel - increase where needed
 - PO processing for emergency items – can be done remotely
 5. 20-21 Budget – Changes from District Final Requests
 - Alert departments when certified budget requests are received
 - Budgets can be updated and balanced remotely

6. Workers' Compensation

- Payment entry of awards of compensation
- Processing of indemnity payments must be done on-site minimum 1x per week
- Processing of mail, batching & processing on site as needed
- Processing of prescription medication
- In-house counsel able to attend virtual hearings remotely

Human Resources- HR

Finance Emergency Response Plan Annex

Preparation

- Identify Critical Functions
 - Run payroll
 - Print live paychecks and distribute them
 - Print paystubs and distribute them
- Identify Essential HR Staff
- Ensure necessary staff have remote access to WinCap
- Ensure cross training exists for payroll functions

Single Case

- Business as usual

Building Closed (Other than ESC)

- Business as usual

Epidemic/Pandemic

- BOCES Closed but ESC Building Open
 - Business as usual
- BOCES Closed and ESC Building Closed
 - Payroll to be run remotely
 - Direct deposit not affected
 - Paychecks can only be printed and distributed if payroll staff can access ESC
 - Paystubs can only be printed and distributed if payroll staff can access ESC

Communication and Technology Services- CaTs

CaTS Emergency Response Plan Annex

Technology – To provide support to the organizational technology infrastructure so key functions can operate effectively

Assumptions

1. Internet is operational
2. Power and Gas functioning
3. Telephone services operational
4. Roads open for travel

Support Scenarios

1. High Absentee Rate – staff and students – school remains open - CaTS staff will continue to respond to customer requests as needed

- As CaTS staff are impacted by illness/absent, remaining resources/staff will focus on highest priority requests and supporting critical functions

- Critical Functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet connectivity (IEP Direct/Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)
- viii. SchoolTool

2. Schools Closed

- CaTS staff will be on call to provide support to the following critical functions as needed

- Critical functions include:

- i. E-mail (Office 365/Exchange)
- ii. Internet Connectivity (Website/BOCES 2 Today)
- iii. Telephone system
- iv. ConnectEd
- v. Payroll (WinCap)
- vi. Workers Comp (Ventiv)
- vii. Business Office (WinCap)

Communications

Communications Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Single Case (What are we doing when there is a confirmed case)

- Work with administration to coordinate appropriate communication in conjunction with local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Before an outbreak occurs

- Work with administration to monitor and share guidelines from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

During an outbreak

- Work with administration to continue to share the latest information from state and local health officials through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

After an outbreak, schools and districts should:

- Work with administrations and local health officials to development consistent messages to share with the public through e-mail, the Employee Portal, the BOCES 2 website, printed materials, and automated phone calls as appropriate.

Operations and Maintenance – O/M

O/M Emergency Response Plan Annex

Preparation (What are we doing before confirmed case)

- O&M building cleaning staff are reminded of proper PPE's as they perform their scheduled cleaning routes.
- Staff will prioritize disinfecting all Restrooms, Classrooms and Common areas. Using approved cleaning supplies made available by O and M department.
- Alert Barb Swanson if there is a spike in staff absenteeism.

Single Case (What are we doing when there is a confirmed case)

- If a student show symptoms, O&M department cleaning staff will complete a deep clean (disinfecting) of the classroom, along with room where student was placed until dismal.
- If we have a confirmed case, we will look for guidance from the health department and follow NYSEDs directive to close school for a 24-hour period, deep clean the building, and reevaluate.

Before an outbreak occurs

- Enforce effective policies, such as the following
- Ensure hand-washing policies and procedures are in place (e.g. post signs, communicate to faculty/staff/students)
- Continue to utilize cleaning practices as defined by contract and ISSA standards.

During an outbreak

- Schools and districts should include response measures such as -Promote early treatment for those who may be at higher risk; --Advise the sick to stay home from school
 - Increase social distances within the school environment
 - Adapt attendance policies
 - Consider early dismissals
 - Develop a flexible schedule for essential personnel
 - HVAC mechanic has capabilities of reviewing and adjusting HVAC conditions and set points off site.

After an outbreak, schools and districts should:

- Determine if a school facility needs remediation before it can reopened
- Following policy regarding re-opening of school and be sure to follow medical/health department advice
- Communicating with staff, and management on schedule for re-cleaning of building.

17. Adjournment