

Monroe 2–Orleans BOCES

DISTRICT-WIDE SCHOOL SAFETY PLAN



2020-2021



Table of Contents

Introduction..... 1

- Summary of Laws

Risk Reduction/Prevention and Intervention 3

- Prevention/Intervention Strategies
- Training, Drills and Exercises
- Implementation of School Security
- Vital Educational Agency Information
- Early Detection of Potentially Violent Behaviors
- Hazard Identification

District Resources and Contacts 5

- Emergency Operations Group
- District Superintendent’s Cabinet
- Command Post
- District Data and Contacts
- District-Wide School Safety Team

General Response Procedures and Actions for Emergency..... 6

- Concept of Operations
- Organization and Assignment of Responsibilities
- Direction, Control, and Coordination
- Information Collection, Analysis and Dissemination
- Administration, Finance and Logistics
- Authorities and References
- Communications
- Multi-Hazard Response
- Emergency Notifications
- Responses to Acts of Violence: Implied or Direct Threats
- Acts of Violence
- Specific Response Protocols
- Obtaining Advice and Assistance from Local Government
- District Resources Available for use in an Emergency
- Functional Annexes
- Crime Scene Management
- Emergency Evacuation of Non-Ambulatory Disabled Individuals with Disabilities
- Accounting for All Persons
- Family Reunification Plans
- Crises Occurring Outside of Normal School Hours
- Procedures for Informing Other Educational Agencies of an Emergency
- Procedures for School Cancellation
- Procedures for Sheltering Students, Staff, and Visitors
- Continuity of Operations Plan (COOP)
- Recovery

Threat and Hazard Planning Guidelines..... 15

- Introduction and Potential Hazards
- Planning Assumptions and Limitations
- Initial Response

Medical Emergencies and Mental Health 16

Building-Level Emergency Response Plan (ERP) 18

- Plan Development and Maintenance
- Distribution of the Plan
- Record of Distribution

Emergency Closings 19

- Closings Procedure
- Early Dismissal Procedure

Responses 21

- School Cancellation
- Early Dismissal
- Evacuation
- Sheltering Sites (internal and external)
- Lockout
- Lockdown
- Threats of violence
- Early Warning Signs for Students at Risk of Committing School Violence
- Procedures for Responding to Acts of Violence
- Intruders
- Armed Student/Intruder
- Kidnapping/Hostage Taking
- Severe Weather
- Civil Disturbance
- Student Transportation Incident
- Gas Leak
- Bomb Threat
- Chemical Spill
- Fire/Explosion
- Biological Threat
- Radiological Threat
- Epidemic
- Mental Health Warning Signs

District Resources Inventory 26

Health and Safety Team 27

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 (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 Elementary Science Program, 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 Coordinator of School Safety and Security, 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 Coordinator of School Safety and Security.

District Superintendent's Cabinet

The District Superintendent's Cabinet includes all assistant superintendents, directors of human resources and finance 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/Coordinator of Safety and Security. 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 Aide

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

Custodians/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

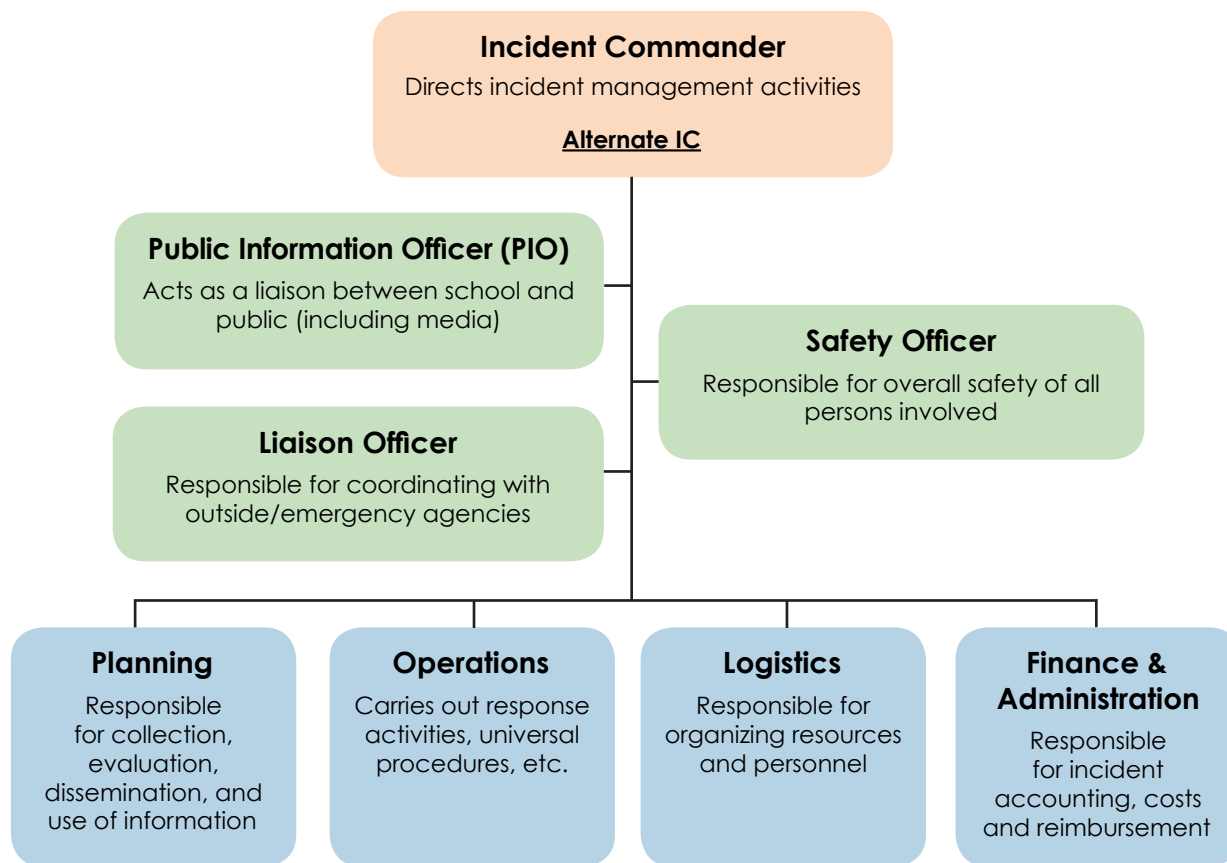
C. Direction, Control, and Coordination

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 Coordinator of School Safety and Security. The Coordinator of School Safety and Security 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 Coordinator of School Safety and Security 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/Coordinator of School Safety and Security 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/Coordinator of School Safety and Security 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/Coordinator of School Safety and Security 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/Coordinator of School Safety and Security. The Assistant Superintendent for Instructional Programs or the Chief Emergency Officer/Coordinator of School Safety and Security 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/Coordinator of School Safety and Security 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 Coordinator of School Safety and Security. 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 Coordinator of School Safety and Security.

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.

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) John Deere 310 Backhoe
- b) New Holland 555E Backhoe
- c) Dresser 515CH Front End Wheel Loader
- d) Kubota KH-61 Excavator
- e) John Deere 450H Bulldozer
- f) 1990 International 4900 Dump Truck
- g) 1993 Chevy 3500 Pick-up Truck with Service Body
- h) 1999 Ford Dump Truck – O&M
- i) 2003 Chevy Dump Truck
- j) 2006 Ford Crew Cab Pick-Up – O&M

C. Fuel Inventory

One 500-pound diesel above ground tank is located on the southwest side of Monroe 2-Orleans BOCES Campus.

D. 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
Westview Building (3635 Buffalo Road)	Adam Porter
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)	Tim Dobbertin Karen Brown Marijo Pearson Steve Roland
BOCES 4 Science (38 Turner Drive)	Steve Montemarano Antionietta Quinn
Operations & Maintenance (WEMOCO).....	Tom Burke
Paul Road Transition	Nicole Littlewood
Ridgecrest Academy	Robert Nells
Rochester Tech Park (Center for Workforce Development, Support Services Exceptional Children, School Health Services)	Tom Schulte Barb Martorana Heather Malone
Safety and Security.....	Douglas Comanzo
Transition Class (Village Plaza).....	Nicole Littlewood
WEMOCO Career & Technical Education Center	Robert Hill Barbara Swanson
Westside Academy at Westview (3635 Buffalo Road)	Martha Willis

2020-2021 BOCES Board

John Abbott
Kathleen Dillon
John Heise
Dennis Laba
Gerald Maar
Michael May
R. Charles Phillips
Constance Rockow
Lisa VenVertloh

District Superintendent

Jo Anne L. Antonacci

Chief Emergency Officer

Douglas Comanzo

Your Educational Partner of Choice

BOCES 2