Monroe 2–Orleans BOCES

DISTRICT-WIDE SCHOOL SAFETY PLAN

2026-2027

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BOCES 2

Monroe 2-Orleans BOCES 2026-27 District-Wide Safety Plan

Introduction 5

Risk Reduction/Prevention and Intervention 8

A. Prevention/Intervention Strategies 8

B. Training, Drills, and Exercises 9

Training 9

Multi-Hazard Training 9

Drills and Exercises 10

C. Implementation of School Security 11

D. Vital Educational Agency Information 13

E. Early Detection of Potentially Violent Behaviors 13

F. Hazard Identification 13

District Resources & Contacts 14

General Procedures 15

General Response Actions for Emergencies 15

A. Concept of Operations 15

Implementation of the Incident Command System (ICS) 15

Initial Response 16

B. Organization and Assignment of Responsibilities 16

Principal/Program Director /Site Supervisor 16

Teachers/Substitute Teacher/Student Teachers 17

Paraprofessionals 17

Counselors, Social Workers, and School Psychologists 17

School Nurse/Health Assistant 18

Cleaners/Maintenance Staff 18

Principals/Directors/Site Supervisors, Secretaries/ Office Secretaries 18

Bus/Van Drivers 18

Other Staff/Security 19

Students 19

Parents/Guardians 19
C. Direction, Control, and Coordination 19
School Incident Command System 19
School Incident Command System (ICS) Roles Defined 19
D. Information Collection, Analysis and Dissemination 22
E. Administration, Finance and Logistics 22
F. Authorities and References 23
G. Communications 23
Communication Between School and Emergency Responders 23
Internal Communications 24
Communication Between School Officials and Staff Members 24
Communication Between Building Officials and Students 24
External Communications 24
Communication with Parents 25
Communication with the Media 25
H. Multi-Hazard Response 26
I. Emergency Notifications 26
J. Responses to Acts of Violence: Implied or Direct Threats 26
K. Acts of Violence 27
L. Specific Response Protocols 28
M. Obtaining Advice and Assistance from the Local Government 28
N. District Resources Available for Use in an Emergency 28
O. Functional Annexes 28
P. Crime Scene Management 28
Q. Emergency Evacuation of Non-Ambulatory Individuals with Disabilities 29
R. Accounting for All Persons 30
S. Family Reunification Plans 30
T. Crises Occurring Outside of Normal School Hours 30
U. Procedures for Informing Other Educational Agencies of an Emergency 30

V. Procedures for School Cancellation 30
W. Procedures for Sheltering Students, Staff, and Visitors 31
X. Continuity of Operations Plan (COOP) 31
Y. Recovery 32
District Support for Buildings 32
Disaster Mental Health Services 32
Review and Debriefing 32
Post-Incident Response 32
Trauma, Illness, and Grief (TIG) Team 33
Threat And Hazard Planning Guidelines 33
A. Introduction of Potential Hazards 33
B. Planning Assumptions and Limitations 35
C. Initial Response 35
Medical Emergencies and Mental Health 36
Building-Level Emergency Response Plans (ERP) 36
Introductory Material 36
Emergency Closings 37
A. Closing Procedures 37
B. Early Dismissal Procedures 38
General Emergency Response Planning 39
Response for Specific Emergencies 44
A. Threats of Violence 44
B. Responding to Implied or Direct Threats by Students, Staff and Visitors 45
C. Warning Signs for Students at Risk of Committing School Violence 45
Early Warning Signs for Students at Risk: 45
Imminent Warning Signs: 46
D. Procedures for Responding to Acts of Violence 47
1. Student fight 47
2. Intruders 48

3. Armed Student/Intruder 48
4. Kidnapping/Hostage Taking 49
5. Severe Weather 49
6. Civil Disturbance 49
7. Student Transportation Incident 50
8. Gas Leak Procedure 50
9. Bomb Threat 51
10. Chemical Spill 51
11. Fire/Explosion 51
12. Biological Threat 51
13. Radiological Threat 52
14. Epidemic 52
15. Mental Health Warning Signs 52
Public Health Emergency Continuation of Operations Plan 53
Declaration 53
Purpose, Scope, Situation Overview, and Assumptions 53
Concept of Operations 56
Mission Essential Functions 56
Emergency Remote Instruction Plan 57
Reducing Risk Through Remote Work and Staggered Shifts 59
Remote Work Protocols 59
Staggered Shifts 59
Personal Protective Equipment 59
Staff Exposures, Cleaning, and Disinfection 60
District Resources Inventory 63
B. Fuel Inventory 64
C. Dining Room Capacities/Inventory Summary 64
Health and Safety Team 65
2026-2027 BOCES Board 66

Monroe 2–Orleans BOCES 2026-27 DISTRICT-WIDE SCHOOL SAFETY PLAN

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. 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 are 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 vocational 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 districtwide school safety plan and building level school safety plans regarding crisis intervention and emergency response and management.

155.17 (b)(20), (21), (22) Trauma Informed Drills means avoiding tactics in training or drills that may introduce or activate prior trauma, such as use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age in appropriate contact; and to recognize that drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

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

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

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

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

155.17(c)(1)(xxi)(d) A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section. 175.5 of this Chapter.

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

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

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

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

Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

Monroe 2–Orleans BOCES administration believes that improved communication among students, parents/guardians, and school staff adds to the quality of life and sense of safety at all of our schools. Such communication allows for the reporting, intervention, and prevention of potentially violent incidents before they actually occur.

The following is a brief list of programs and initiatives that are in place at some or all of the BOCES schools/sites that promote open communication and have a positive impact on the quality of life in our schools:

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

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

- Youth advocacy programs, such as SkillsUSA, National Technical Honor Society and Special Education Parent Teacher Organization (SEPTO)
- Conflict resolution
- Forums and/or designating a mentor for students concerned with bullying or violence.
- Anonymous reporting mechanisms for school violence
- Staffed student support systems, i.e., counselors, social workers, childcare 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 twelve drills be lockdown drills. The remaining eight are evacuation drills. Eight of the required twelve drills must be completed by Dec. 31.
- Monroe 2-Orleans BOCES will notify parents and/or persons in parental relations of students attending BOCES 2 Programs of all evacuation drills (fire drills) and lockdown drills prior to the actual drill. This notification will be made through individual building student rosters emails.
- 8 NYCRR Section155.17 (e) (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
- 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 predesignated “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 waiting for service. This will serve to notify any uninformed parents or visitors.

- Non-student-occupied buildings, such as Communication and Technology Services, the Curriculum Materials Center, the Educational Services Center, and the BOCES 4 Science may do three Evacuation Drills and one Lockdown Drill.
- Drills and training are conducted in a trauma-informed, developmentally, and age-appropriate manner.
- Do not include props, actors, simulations, or other tactic intended to mimic a school shooting, incident of violence, or another emergency.
- Students and staff are informed when a school is conducting a drill.
- Drills shall:
    - Occur after annual training in emergency procedures have been provided for students and staff.
    - Be completed on different days and during different times of the school day.
- School districts may participate in full scale exercises with local and county emergency responders and preparedness officials.
- If the exercises include props, actors, simulations, or tactics to mimic a school shooting, act of violence, or emergency, they:
    - May not be conducted on a regular school day or when school activities are occurring on school grounds.
    - May not include students without written consent from parents or persons in parental relation.

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 Director of 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 locations 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 should 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 Director of Safety and Security.

District Superintendent's Cabinet

The District Superintendent's Cabinet includes all assistant superintendents, and Exceptional Children, Center for Workforce Development, BOCES 4 Science and 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/ Director 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 component districts, 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 with 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 an 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.
- 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.

Paraprofessionals

Responsibilities include:

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

Counselors, Social Workers, and School Psychologists

Responsibilities include:

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

- Execute assignments as directed by the Incident Commander

School Nurse/Health Assistant

Responsibilities include:

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

Cleaners/Maintenance Staff

Responsibilities include:

- Survey and report on building damage to the Incident Commander
- Control the 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 the 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 locations 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 on 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 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:

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 the 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
- 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 facilitate 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 a telephone tree for after-hours communication.
- Establish and maintain school and classroom preparation kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment.
- Document all activities.

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 members who collected and analyzed the information.
- Staff members 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.

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 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 sharing these costs with the District.

Superintendent and District Business Office. These records may be used to recover costs from the party responsible or insurers or as a basis for requesting financial assistance for certain allowable responses and recovery costs from the State and/or Federal government. In General, under normal circumstances, the Finance Department 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 are 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/site's 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 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.

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 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 PIO functions will 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 Director of Safety and Security. The Director of 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 Director of 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 to see 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.
- If time permits, this inquiry will 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 people 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
- Secure 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 people, 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 remains 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.

Respond

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

Evaluate

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

- Identify involved parties.
- Be aware of weapons, hazards, and potential evidence.
- Do not touch anything unless 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.
- Do not use phones or bathrooms within the crime scene area.
- Do not eat, drink, or smoke in the crime scene area.

Observe

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

Notify

- Call 911 if you have not called or the 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 the police.

Q. Emergency Evacuation of Non-Ambulatory 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 to 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 each building's 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/Director of 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/Director of 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/Director of 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 interests of our students and staff in mind.

When a decision to close one or more of the district schools/ sites(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/ Director of Safety and Security, The Assistant Superintendent for Instructional Programs or the Chief Emergency Officer/Director of 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. The 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/Director of Safety and Security to inform appropriate police, Red Cross, and emergency preparedness officials.

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 action 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 the school.
- Allow the COOP to be activated at any time and sustain 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 with 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 an 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.

Threat and Hazard Type	Examples
Natural Hazards	• Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Winter precipitation • Wildlife
Technological Hazards	• 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 released from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards	• 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	• Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Suicide

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 warnings 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 directions from local response agencies. Action is required immediately to save lives and protect school property.

There may be a number of injuries 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 causing 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 to 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 Director of 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 Director of 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 people deemed appropriate by the School Building Safety Team.

Emergency Closings

A. Closing 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 be evacuated to another location:

- As soon as possible, the building will notify the 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 the transportation that there is a possibility that the building needs to be evacuated and the BOCES need 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. Secure 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.

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 with parents are coordinated by the Communications Manager via communiqués to the media and to the home school districts. Parents are also provided with 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. Secure Lockout:

Secure 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.

Secure 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.

Secure 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 secure lockout due to a situation or potential incident discovered at the building, they should advise the police of the secure 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 continue as normal.
- A secure 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 secure 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 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 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 in or around the building.

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.

- 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 secure 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 secure area, except only as 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.

Lockdowns will end only when you are physically released from your room by emergency responders or other authorities. 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, shelter in place is activated 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 emergencies or any other incident where hallways would need to be clear.

Hold in Place Objectives:

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

Hold in Place Procedures:

- Announce "hold in place."
- Use clear, concise language to provide directions 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. Remaining in position until further instruction is given or remaining in place compromises safety.

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

Response for Specific Emergencies

A. Threats of Violence

Threats of violence to the school, staff or students are seriously considered. Administration and local authorities will be contacted about all threats. Monroe 2-Orleans BOCES established a Districtwide Threat Assessment Team consisting of members of the Executive Cabinet to include: District Superintendent, Assistant Superintendent – Instruction, Assistant Superintendent – Finance, Director of Exceptional Children, Director of Safety and Security, District Threat Management Coordinator, BOCES 2 Legal, Program Administrator of effected Building, Member of Ogden Police, Member of Gates Police, Member of Monroe County Sheriff's Office. The Districtwide Threat Assessment Team will meet periodically to review Threat Assessment investigations that have been identified since the previous meeting. Nothing will preclude the Districtwide Threat Assessment team from meeting in an emergency.

Monroe 2-Orleans BOCES established Building Level Threat Assessment Teams at each of its buildings and programs to address the need to investigate Threat Assessment and Suicide/Self Harm investigations. The Building Level Threat Assessment Teams will consist of Building Administration, Teachers, Security, Counselors, and Social Workers. External Review of investigations will be conducted by Program Administrators and the Director of Safety and Security.

Monroe 2-Orleans BOCES will be utilizing the CLPS Threat Assessment Platform. CLPS provides video bases and in person training for this platform. The Building Level Threat Assessment Teams will be monthly and review cases and update investigations.

Monroe 2-Orleans BOCES will work closely with local Law Enforcement when additional resources are needed.

B. 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 off 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 plans 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.
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 people on school grounds.

Directives for 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 violent confrontation. Take every other step to ensure your safety and that of students.
    - Identify the person, their location and note if any weapons are visible.
    - Contain the situation and, if possible, remove all innocent people

3. Armed Student/Intruder

1. 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.
2. Notify teachers of intruder in the building. and instruct to stay in classrooms and lock doors.
3. If the intruder is in the hall, staff should contact the office by phone.
4. If in the classroom, the teacher should use the phone to request assistance from the office.
5. 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 people
- Let the professionals negotiate.

If you are taken hostage:

- Do not force the issue physically or mentally, keep a distance; do not make quick moves. • Change your mindset from one of the authorities to a 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.
- 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 danger and then through the building/program administrator's office, request assistance for ambulances, 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 an 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 Director of Safety and Security. The Director of Safety and Security 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 Director of Safety and Security 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.

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 it 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 it with a box or larger envelope and avoid further contact.
2. Immediately prevent people 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 ten miles 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 if 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 individuals 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 students can be maintained on school grounds, consider contacting Mobile Crisis team (via Lifeline at (585) 275-5151) – note, family is charged a co-pay/fee when this is used on behalf of a student.

Public Health Emergency Continuation of Operations Plan

Declaration

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

This plan has been developed with the input of Monroe 2 Orleans BOCES United Professionals Association, Monroe 2- Orleans BOCES Administrative Supervisory Association, Monroe 2-Orleans BOCES Teacher Aides and Student Behavioral Assistants Association, and United Public Service Employees Union, Operations, Maintenance and Security Bargaining Unit, as required by the amended New York State Labor Law.

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

Purpose, Scope, Situation Overview, and Assumptions

Purpose

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020 that requires public employers, including public school districts, to adopt a continuation of

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

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

Scope

This plan was developed exclusively for and is applicable to the Monroe 2-Orleans BOCES. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees, students, visitors and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

On March 11, 2020, the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.

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

- Washing hands with soap and water or use of hand sanitizer frequently, including:
    - After using the restroom
    - After returning from a public outing
    - After touching/disposing of garbage
    - After using public computers, touching public tables, and countertops, etc.

- Practicing social distancing whenever possible
- Wearing a mask or acceptable face covering at all times when social distancing cannot be maintained.
- If you are feeling ill or have a fever, notify your supervisor immediately and go home.
- If you start to experience coughing or sneezing, step away from people and cough or sneeze into the crook of your arm or a tissue; the latter of which should be disposed of immediately.
- Other guidance may be published by the CDC, the State Department of Health, or County health officials.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks. The primary assumption of this plan is that there will be a minimum of employees present to keep necessary operations functioning. Therefore, the term essential employees refer to those employees that have to be physically present to perform the necessary function. This would be similar to the conditions that existed in March - May 2020. The following assumptions have been made in the development of this plan:

- The health and safety of our students, employees and contractors, and their families, is of utmost importance.
- The circumstances of a public health emergency may directly impact on our own operations.
- Impacts of a public health emergency will take time for us.
- to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety.
- The public and our constituency expect us to maintain a level of mission essential operations.
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them.
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in delays in procurement.
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services.

- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor.

Concept of Operations

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

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

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

Mission Essential Functions

When confronting events that disrupt normal operations, Monroe 2-Orleans BOCES are committed to ensuring that essential functions will be continued even under the most challenging circumstances. Essential functions are those functions that enable an organization to:

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

The Monroe 2-Orleans BOCES identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the

critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Emergency Remote Instruction Plan

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

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

ESSENTIAL FUNCTIONS - POSITIONS/TITLES	**JUSTIFICATION**
District Superintendent Administrative Assistant	Overall responsibility for operations throughout the entire organization
Assistant Superintendent for Finance and Operations Administrative Assistant Treasurer Internal Claims Auditor Accounts Payable Clerks Workers Comp Claims Processors Billing Specialist Clerk Purchasing Agent Assistant Purchasing Agent Purchasing Clerks	Responsible for all business operations
Assistant Superintendent for Human Resources Administrative Assistant Payroll Supervisor Payroll Clerk Clerical support, as needed	Responsible for all human resources functions

Assistant Superintendent for Instructional Programs Administrative Assistant Principal Career and Technical Education Director of Department of Exceptional Children Director of Workforce Development Principal Westside Academy	Responsible for operation of all remote instructional programs
Assistant Superintendent for Curriculum, Instruction & Professional Development Administrative Assistant Director of BOCES 4 Science	Responsible for all curriculum, instruction, and professional development activities
Director of Safety and Security Senior Security Worker Security Workers	Responsible for safety and security at all BOCES locations
Director of Operations & Maintenance Operations & Maintenance Manager Cleaners Mechanics Groundskeeper	Responsible for maintenance and cleaning and disinfecting of all facilities
Assistant Superintendent for Accountability, Technology and Regional Services Administrative Assistant Communication & Technology Services Supervising Manager Microcomputer Maintenance Technicians Senior Systems Administrator Communications Group Manager	Responsible for all communications and technology operations
Occupational Health Nurse	Ensure all health and safety protocols are up to date and adhered to

Reducing Risk Through Remote Work and Staggered Shifts

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

Remote Work Protocols

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

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

Staggered Shifts

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

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

Personal Protective Equipment

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

- Masks

- Face shields
- Gloves
- Disposable gowns and aprons

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

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

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

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

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

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

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

1. Daily Screening

BOCES 2 employees will be required to complete a daily health screening before coming to work each day, via email link. The health screening form can also be accessed at www.monroe2boces.org. If, after performing the screening, the employee is exhibiting any of the symptoms or answers yes to the screening questions, the employee will:

- Stay home from work.
- Report their absence to their supervisor; and

- Contact his/her health care provider for further guidance.

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

2. If Employee Becomes Ill at Work

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

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

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

Cleaning and Disinfecting

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

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

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

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

Employee and Contractor

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

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of Monroe 2-Orleans BOCES, and as such are not provided with paid leave time by Monroe 2-Orleans BOCES, unless required by law.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee, visitor, and contractor to support contact tracing efforts. Identification of locations shall include on-site work and off-site visits. This information may be used by Monroe 2-Orleans BOCES to support contact tracing within the organization and may be shared with local public health officials.

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

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

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

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

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

Housing for Essential Employees

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

District Resources Inventory

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

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

B. Fuel Inventory

Four Tanks:

Two 500-Gallon Stationary Tanks - Diesel are located on the southeast side of Monroe 2-Orleans BOCES Big Ridge Road Campus

Two 500 95-Gallon Mobile Skid Tanks - Diesel are located on the southwest side of Monroe 2-Orleans BOCES Campus and are mobile.

C. Dining Room Capacities/Inventory Summary

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

Health and Safety Team

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

Site	Committee Membership
BOCES 4 Science (773 Elmgrove Road).....	TBD
Center for Workforce Development (CWD) (3589 Big Ridge Road)....	Shawna Gareau-Kurtz
Communication and Technology Services (CaTS) & Monroe-Orleans Accountability, Assessment and Reporting Services (MAARS) (3625 Buffalo Road).....	Ray Miller
Curriculum Materials Center (CMC) (771 Elmgrove Rd).....	Mattie Narowski
Educational Services Center (ESC)	Thomas Schulte Karen Brown Marijo Pearson Steve Roland
Mental Health.....	TBD
Operations & Maintenance (WEMOCO).....	Travis Sleight
Paul Road Transition.....	Dave Thering
Ridgecrest Academy	Dave Thering
Exceptional Children Learning Center (ECLC).....	Renee Mulrooney
Rochester Tech Park (Exceptional Children, Support Services, School Health Services)	Kerry Macko Suzanne Maxim Barbara Swanson
Safety and Security	TBD
Transition Class (Village Plaza).....	Dave Thering
WEMOCO Career & Technical Education Center	Jon Koeng
Westside Academy (3555 Buffalo Road).....	Edward Mongold
Westview Building (3635 Buffalo Road)	Dave Thering

2026-2027 BOCES Board

John Abbot

Christa Bowling

Salvatore DeLuca

Kathleen Dillon

Dennis Laba

TBD - Brockport

Michael May

Terry Melore

James Musshafen

District Superintendent

Thomas K. Putnam, Ed. D.

Chief Emergency Officer

TBD