

# 2023-24

## District Wide Safety Plan



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# Table of Contents

Section	Title	Page Numbers
<b>1</b>	<b>Introduction</b> .....	<b>3</b>
<b>2</b>	<b>District-Wide School Safety Team</b> .....	<b>4</b>
<b>3</b>	<b>District-Wide School Safety Plan Review and Public Comment</b> ....	<b>5</b>
<b>4</b>	<b>Risk Reduction/Prevention and Intervention Components (Prevention and Intervention Strategies)</b> .....	<b>6-10</b>
<b>5</b>	<b>Training, Drills, Exercises</b> .....	<b>11-19</b>
<b>6</b>	<b>Implementation of School Security</b> .....	<b>20</b>
<b>7</b>	<b>Vital Educational Agency Information</b> .....	<b>21-26</b>
<b>8</b>	<b>Early Detection of Potentially Violent Behaviors</b> .....	<b>27</b>
<b>9</b>	<b>Hazard Identification</b> .....	<b>28-30</b>
<b>10</b>	<b>Response-Notification and Activation</b> .....	<b>31-35</b>
<b>11</b>	<b>Concept of Operations &amp; Incident Command</b> .....	<b>36-42</b>
<b>12</b>	<b>Information Collection &amp; Distribution</b> .....	<b>43</b>
<b>13</b>	<b>Administration, Finance, Logistics, &amp; References</b> .....	<b>44-45</b>
<b>14</b>	<b>Functional Annexes</b> .....	<b>46-93</b>
<b>15</b>	<b>Arrangements for Obtaining Emergency Assistance from Local Government</b> .....	<b>94</b>
<b>16</b>	<b>Procedures for Obtaining Advice and Assistance</b> .....	<b>95</b>
<b>17</b>	<b>District Resources Available in an Emergency</b> .....	<b>96</b>
<b>18</b>	<b>Procedures to Coordinate the Use of School District Resources and Manpower during an Emergency</b> .....	<b>97-98</b>

# Section 1

## Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Monroe #1 BOCES is required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The Monroe #1 BOCES plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Monroe #1 BOCES stands at risk from a variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

Monroe #1 BOCES supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

The Monroe #1 BOCES District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Monroe #1 BOCES Board of Education, who appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide Safety Plan.

### Concept of Operations

The Monroe #1 BOCES School Safety Plan is directly linked to the individual **Building-level Emergency Response Plans** for each school building. Protocols reflected in the Monroe #1 BOCES District-Wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response Plans.

In the event of an emergency, staff will notify the Superintendent of Schools or his/her designee and, where appropriate, local emergency officials. The District-Wide School Emergency Response Team will be activated as necessary.

County and State resources through their existing protocols may supplement internal efforts.

## Section 2

### District-Wide School Safety Team

The Monroe #1 BOCES District-wide Safety Team consists of, but is not limited to, representatives of the School Board, students, teachers, administrators, parent representatives, school safety personnel and other school personnel.

#### District-Wide Health and Safety Team (2023-24)

- Dan White (*Superintendent*)
- Kim McCluski, Rebecca Hicks, Lisa Latten, Maureen Nupp, (*Board Members*)
- Deputy Edward Cerone (*School Resource Officer*)
- Jim Colt (*Chief Emergency Officer*)
- Cherie Becker
- Barbara Carlson
- Karen Clark
- Scott Covell
- Shannon Duserick
- Mike Ehret
- Mark Frenzel
- Dennis Glaser
- Bill Gregory
- Jim Hartman
- Cathy Hauber
- Ellen Howe
- Greta Johnston
- Andrew Jordan
- Bonnie Masiuk
- Dave McAlpin
- Paula Powell
- Jason Rotundo
- Lisa Ryan
- Tera Strauss
- Kim Taddonio
- Melissa Wollschleger

## Section 3

### **District-Wide School Safety Plan Review and Public Comment**

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On May 23, 2001 the Monroe #1 BOCES School Board held a public hearing to review the District-Wide Safety Plan and Code of Conduct. Prior to the plan's adoption a thirty- (30) day public comment period was provided. The public comment period began on May 23, 2001 and ended on June 20, 2001. On June 20, 2001 the Monroe #1 BOCES School Board adopted the District-Wide Safety Plan.

This plan shall be maintained and reviewed on an annual basis on or before July 1 of each year by the Monroe #1 BOCES District-Wide School Safety team, and/or Health and Safety Committee.

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan has been made available for public comment 30 days prior to its adoption. The Monroe #1 BOCES District-Wide Plan was adopted by the School Board after one public hearing that provided for the participation of school personnel, parents, students and any other interested parties. The plan was formally adopted by the Board of Education.

While linked to the Monroe #1 BOCES District-Wide Safety Plan, Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure.

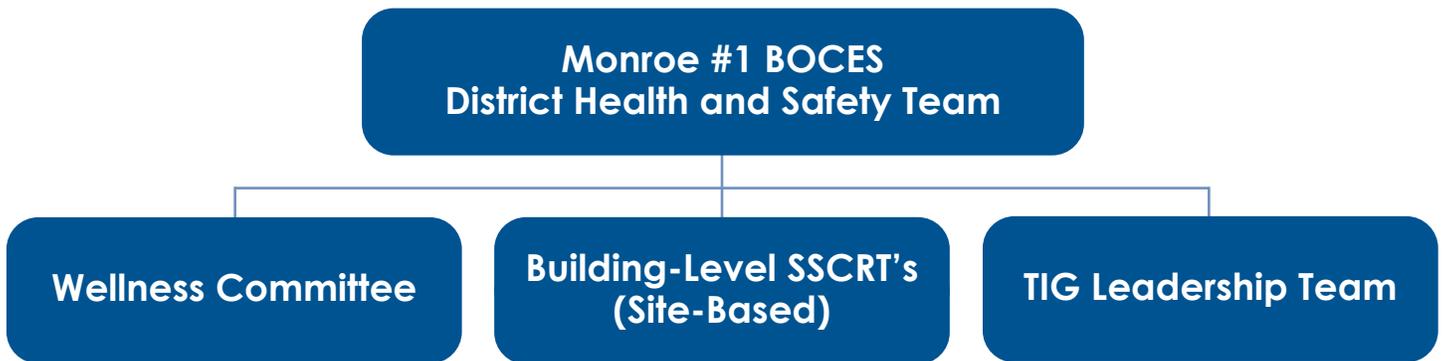
Full copies of the Monroe #1 BOCES District-Wide School Safety Plan were submitted to the New York State Education Department on July 17, 2001 within 30 days of its adoption.

The plan is to be reviewed annually thereafter.

## Section 4

### Risk Reduction/Prevention and Intervention Components (Prevention and Intervention Strategies)

#### School Safety and Security/Crisis Management: Organizational Chart



The Monroe #1 BOCES District Health and Safety Team is supervised by the Superintendent and is chaired by the Director of School Safety and Security. Members include all members of the District-Wide Health and Safety Team (DWHST), Incident Commanders of the Building-Level School Safety Teams (BLSST), program administrators, union representatives, and BOCES Board members. The Committee meets quarterly throughout the year, and the functions are as follows:

- Oversee District-Wide and Building-Level School Safety Teams
- Review and implement emergency preparedness and violence prevention initiatives.
- Collaborate with additional Crisis teams, including TIG team.
- Monitor and recommend policies and procedures related to school health and safety.
- Assist in discovery of unsafe conditions and practices.
- Recommend actions to remedy unsafe conditions and practices.
- Provide an opportunity for free discussion of both accident or injury problems and preventative measures.
- Review accident investigations and make suggestions and recommendations.
- Conduct safety inspections, discover unsafe conditions and practices, and determine their remedies.
- Evaluate and remedy complaints and concerns related to health and safety.
- Collaborate with administrators to put BOCES' approved safety initiatives into practice.
- Arouse and maintain the interest of school community to obey safety rules and instructions.
- Encourage safety education in the classroom.
- Create and maintain an interest in safety for all staff and students

## Section 4

### **Risk Reduction/Prevention and Intervention Components (Prevention and Intervention Strategies)**

The District Health and Safety Team has taken steps to identify needs relating to creating and maintaining a safe learning environment for students and staff. A complaint form was created as a means to receive input from all staff members regarding a health and safety issue or concern that needs addressing. Staff members fill out the form, which includes the description of problem, location of problem, and suggestions for resolving problem. The form is submitted to the Health and Safety Committee for review, and actions are taken to remedy identified problems.

In addition, members of Safety and Security and Health and Safety staff received training in performing school safety audits, which will be done annually to identify safety concerns and offer recommendations.

Surveys have been developed, and are periodically distributed to staff and students to further identify safety concerns.

The District Health and Safety Team works with BLSST's to establish a meeting and training calendar for the upcoming school year. This is done annually and involves scheduling full-scale emergency drills for all teams and staff members, table-top exercises, emergency response and violence prevention training for staff. Violence prevention training for staff will take place during Superintendent's Conference days, and through staff attendance at workshops through the professional development program. The schedules and risk-reduction/violence prevention strategies will be reviewed by the District Health and Safety Team at the quarterly meeting held at the beginning of each school year.

Methods of providing training to students regarding emergency preparedness are also being developed. At the beginning of each school year, members of the Health and Safety, and Safety and Security staffs are available to present in classrooms and programs on the topic of emergency response. The School Safety Plan and response procedures will be discussed, along with the Code of Conduct, and Dignity for All students Act. A condensed version of the plan, which will be distributed to each classroom by the start of the school year, will also be reviewed with both staff and students. Fire drill procedures, evacuations, lockout/lockdown, relocation, and reporting procedures will be discussed with staff and students. Full-scale emergency drills will also take place during the school year.

**\* Detailed descriptions of exercises, drills, and dates are continuously updated and kept on file in the safety and security office, in school/program offices.**

## Section 4

### **Risk Reduction/Prevention and Intervention Components (Prevention and Intervention Strategies)**

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Strategies for improving communication among students, and between students and staff, and reporting of potentially violent incidents have been implemented. BOCES does not have youth-run programs or any peer mediation programs in place. In the vocational program, there is a process of referral to the counselors for those students who are considered "at risk" for violence, and for those who are having conflicts with other students. The teachers meet with the counselors at the beginning of each month and discuss certain students who need to be referred to our counselors. Students with discipline problems, and those having conflicts, etc. are referred for counseling.

In addition to general counseling, counselors provide sexual harassment and drug awareness workshops to students and staff.

In the event of a violent incident or other related incident, teachers and staff involved with the incident are asked to complete an incident report. The report is submitted to the School Principal and Director of School Safety for follow-up response. The report form is used as part of this risk reduction and prevention effort following the School Safety and Educational Climate reporting procedures (see next page).

## Section 4

### Risk Reduction/Prevention and Intervention Components (Prevention and Intervention Strategies)

#### Monroe #1 BOCES School Safety and Educational Climate (SSEC) Reporting Procedures

##### Procedures for incidents in BOCES programs based at Central Campus:

- ▶ Follow the Emergency Notification Procedures, and the safety and security office will generate incident report.
- ▶ If safety and security staff did not assist, then incident report and suspension letter **must be recorded in "School Tool"** or must be faxed or sent to safety and security office as soon as possible (377-7326-fax).

##### Procedures for incidents in BOCES programs that are not based at Central Campus:

- ▶ Follow Emergency Notification Procedures. If safety and security staff did not assist, then incident report and suspension letter must be recorded in "School Tool" or must be faxed or sent to safety and security office as soon as possible (377-7326-fax). If the incident involves a referral to law enforcement, please notify the safety and security office immediately.
- ▶ Please review the directions for completing the report, and use the "Monroe #1 BOCES Violent and Disruptive Incident Report" template. Included in the directions are detailed descriptions of what constitutes a violent and disruptive incident (directions and report forms are located in the security procedures section of the Monroe #1 BOCES Procedures Manual, or available in security office).

## Section 4

### **Risk Reduction/Prevention and Intervention Components (Prevention and Intervention Strategies)**

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*Effective 2009-2010 school year, all SSEC Reports and Summary information must be retained until the youngest person involved in the incident is 27 years old.*

A summary of all incidents will be reported on the BEDS BOCES Summary Form the following fall. **The safety and security office maintains the database of violent and disruptive incidents (SSEC). Reports and suspension letters are recorded in “School Tool” or sent to this office to provide accurate data.**

## Section 5

### **Training, Drills, Exercises**

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#### **Ongoing training:**

Emergency Drills, in addition to fire drills, are scheduled during the fall of each year and are evaluated by BOCES safety team upon completion.

Violence awareness training is provided to all staff once each year during their annual "Right-to-know" training session, and also at the beginning of each school year prior to September 15th. Each program administrator schedules the training and depending on the department the training will occur at various times throughout the year.

In addition, Monroe #1 BOCES has adopted the TCI model (Therapeutic Crisis Intervention) to promote a positive organizational culture while teaching staff the knowledge, skills, and abilities to prevent and respond to violent situations and crises.

- ▶ The District Health and Safety Team works with the BLSST's to establish a meeting and training calendar for the upcoming school year. This is done annually and involves scheduling full-scale emergency drills for all teams and staff members, table-top exercises, and violence prevention training for staff. Violence prevention/TCI training for staff will also take place during Superintendent's Conference days as appropriate, and through staff attendance at workshops through the professional development program. The schedules and risk-reduction/violence prevention strategies are reviewed by BOCES Health and Safety Committee at the quarterly meeting held at the beginning of each school year.

## Section 5

### Training, Drills, Exercises

#### Training & Exercises

Monroe #1 BOCES understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions take place.

#### A. Training

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at [www.training.fema.gov](http://www.training.fema.gov). ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at [www.dhSES.ny.gov](http://www.dhSES.ny.gov). Or by contacting your local emergency management agency.
- Annual training
  - Review ERP with staff
  - Conduct full staff briefings on roles to perform during a lockout, lockdown and special hazard situations such as an active shooter
  - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
  - Conduct student briefings on roles to perform during a lockout, lockdown and special hazard situations such as an active shooter
  - Training on all required components for violence prevention.

## Section 5

### Training, Drills, Exercises

#### B. Drills & Exercises

At a minimum, the following exercises/drills are done annually:

- **Section 807** of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school year.
- **8 NYCRR Section 155.17 e (3)** - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

Lockdown drills are conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school works with local law enforcement (School Resource Officer) and/or the regional 911 Emergency Dispatch Center prior to **and at the conclusion of the drill**. This is done to ensure that law enforcement does not receive a false report that the school is in actual lockdown. Any announcements made during a drill are preceded and ended with the phrase "this is a drill". This ensures that all involved recognize that this is a drill and not a real incident (i.e. "may I have your attention, this is a drill – LOCKDOWN – this is a drill"). Additionally, a sign or notice is placed at all public entrances indicating that a drill is in progress and to wait for service "**SAFETY DRILL IN PROGRESS—PLEASE WAIT.**" This serves to notify any uninformed parents or visitors and prevent unwarranted panic.

## Section 5

### **Training, Drills, Exercises**

- ▶ Methods of providing training to **students** regarding emergency preparedness have been developed. At the beginning of each school year, administrators and appropriate staff will present in classrooms and programs on the topic of emergency response. The School Safety Plan and response procedures will be discussed, along with the Code of Conduct. A condensed version of the plan, which will be distributed to each classroom by the start of the school year, will also be reviewed with both staff and students. Fire drill procedures, evacuations, lockout/lockdown, relocation, and reporting procedures will be discussed with staff and students. Full-scale emergency drills will also take place during the school year.

In addition, the Committee reviews the integration of safety curriculum packages into BOCES programs. Examples include Respect/Please Stand Up, and Masters of Disaster.

- ▶ Health and Safety subcommittees have been formed to address safety and violence prevention issues such as bullying prevention, and vaping/smoking prevention subcommittee.

**\* Detailed descriptions of exercises, drills, and dates are continuously updated and kept on file in the safety and security office, or in each school/program office.**

## Section 5

### Training, Drills, Exercises

A criminal background check is conducted on all BOCES security personnel prior to hire. All BOCES security personnel receive hours of on-job training and are trained in security procedures and violence awareness. The Director of School Safety and Security coordinates the training. The following is an outline of the training program received by BOCES school security staff, which follows the curriculum outlined by New York State.

#### BOCES Security Training Outline

##### Unit I – Fundamental Concepts

1. History of Security and School Security
  - A. Necessity of School Security
  - B. Role of School Security Office
2. Ethics of School Security Office
  - A. Rules and Regulations
  - B. Relationship with students and staff
3. Learning Skills and Study Habits for Security Officers

##### Unit 2 – Report Writing Documentation

1. Basic Documentation
  - A. Field Notes
  - B. Report Writing
  - C. Preserving Documents
2. Commissioner of Deeds
  - A. Functions & Limitations
  - B. Applications
3. Memory and Observation
4. N.Y. S. Security Officer Training (Mandated by State)
  - A. Basic Course ..... (8 hrs.)
  - B. Site Specific Course . (16 hrs.)
  - C. Licensing Process ..... (4 hrs.)

## Section 5

### Training, Drills, Exercises

#### Unit 3

1. Patrol techniques
2. Security – Safety Concerns for School Security Officers
3. Traffic Control
4. Crowd Management
5. Field Training

#### Unit 4 – Crime Scenes and Evidence

1. Notification of Police
2. Protection of Personnel
3. Evidence Protection

#### Unit 5 – Dealing with Persons in Crisis

(Therapeutic Crisis Intervention & National Crisis Prevention Institute)

- A. Basic Course** ..... (8 hrs.)  
Introduction of basic intervention techniques. Recognizing warning signs that allow for early intervention plus how to use verbal and non-verbal techniques to avoid a violent confrontation.
- B. Physical Restraint & Procedures** ..... (8 hrs.)  
Safe physical intervention procedures, including when to restrain and transport acting out individual. Effective team approach to intervention.
- C. Therapeutic Crisis Intervention in Schools** ..... (28 hrs.)

#### Unit 6 – Physical Techniques and Tactics

A basic course and workshop in physical self-defense and restraint.

#### Unit 7 – The Art of Setting Limits

- A. How to Set Limits with Students
- B. Managing Your Anger – Maintaining Your (Professionalism)
- C. The Power of Listening

#### Unit 8 – Sexual Harassment

- A. Understanding the Law Title IV-Title IX
- B. Board Policy
- C. Investigation & Follow Up
- D. Reporting

## Section 5

### Training, Drills, Exercises

#### Unit 9 – Sexual Abuse and Sex Related Crimes

- A. Review of New York State Penal Law
- B. Board Policy
- C. Interview – Extent and Documentation
- D. Preserving crime Scene and Evidence
- E. Notification & Written Reports

#### Unit 10 – School Fire Emergencies

1. What is a fire emergency – The Security Officer Response
2. Fire
  1. Response
  2. Tactics
3. Evacuation

#### Unit 11 – Computer/Technology Training for Security Officers

1. Basic Computer Skills, Surveillance, Card Access
2. Report Data Entry

#### Unit 12 – Bomb Threats and Explosives

1. Evaluation
2. Evacuation
3. Search Techniques
4. Investigative Technique

#### Unit 13 – First Aid and CPR

##### American Heart Saver

- A. Basic First Aid
- B. CPR for Adults, Adolescents and Children
- C. Stop the Bleed

#### Unit 14 – New York State Penal Law

- A. Schools and the Penal Law
- B. Review of Penal Law for School Security Officers

## Section 5

### **Training, Drills, Exercises**

#### **Unit 15 – Blood Borne Pathogens & Infections Diseases, RTK** Environmental Health & Safety Department

#### **Unit 16 – Crisis Prevention Training Modules**

1. Under the Influence and Out of Control
2. Developing and Effective School Crisis Response Team
3. How to Excel at Verbal Intervention
4. "Louder than Words:" How to Intervene with Non-Verbal Individuals

#### **Unit 17 – Mediation Techniques**

1. Negotiating Your Way Through Conflicts
2. You Can Mediate: How to Help Others Resolve Dispute
3. Mediation training & Practice (Gellman)

#### **Unit 18 – Human Relations**

1. Basic Human Relations
2. Interview Techniques
3. Stress Management

#### **Unit 19 – Court Procedures**

1. Family Court Procedures
2. Court Appearance by Security Officers

#### **Unit 20 – Crisis Prevention Module**

1. Review Basic C.P.I. Procedure
2. Post Crisis Response
  - a. Establishing therapeutic rapport
  - b. Staff debriefing strategies

## Section 5

### Training, Drills, Exercises

#### Unit 21 – Physical Security

1. Building Survey
2. Identification of Assets
3. Prevention Techniques
4. Reporting Lost/Stolen Assets
5. Access Control

#### Unit 22 – Hazardous Materials, Biological threats, Chemical Threats

1. Assessment
2. Response

#### Unit 23 – Use of Surveillance Equipment

1. Camera Software Operations and Review
2. Investigation Procedures

#### Unit 24 – Hostage Situation–Terrorism

1. Concepts
2. Security response

#### Unit 25 – Security Procedure for Athletic Events

1. Physical Layouts
2. Staffing

#### Unit 26 – Reporting-Writing & Documentation

1. Review of Previous
2. SSEC Categories and Procedures

#### Unit 27 – Cultural Awareness

1. Concepts of Cultural Diversity
2. Community Relations

#### Unit 28 – Public Relations

1. Security Officers Role
2. Damage Control

## Section 6

### Implementation of School Security

**GOAL:** The Security Staff at Monroe #1 BOCES will maintain a secure learning environment through positive interaction and involvement.

Pro-active site patrolling informs both staff and students of availability for support when needed. Pro-active patrolling also reduces the number of both physical and verbal assaults, and the sale/distribution of illegal substances.

#### **Sample of main priorities:**

- Protect the School Community
- Respond to Emergencies and Prevent/Respond to Violence
- Prevent Criminal Mischief and Vandalism
- Prevent the use and sale of controlled substances
- Maintain a safe and positive school climate and culture
- Educate staff about security and situational awareness

Monroe #1 BOCES also uses a card access system throughout buildings and facilities, which are maintained and operated by safety and security staff.

All staff are issued ID proximity cards and are allowed specific access to a particular area at specified times. The majority of outside doors are kept locked during the workday, as access is restricted mainly to main entrances. Visitor procedures are evaluated and modified to prevent unauthorized access.

The safety and security office also operates and maintains a digital video surveillance system to assist with providing for a safe and secure school environment, and monitors building alarm systems off-hours.

## Section 7

### **Vital Educational Agency Information**

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The **Monroe #1 BOCES Foreman Center/Central Campus** is located at 41, O'Connor Road, Fairport, Monroe County, New York. The campus is comprised of the following school facilities:

1. Buildings 1-2-3
2. Buildings 4-5-6 (Vocational Ed Building)
3. Buildings 9-10 (O'Connor Academy)
4. Building 7 (Safety and Security Office)
5. Building 8 (Pool Building)
6. Four unoccupied out-buildings.

Other off-site facilities include:

1. Morgan and Bird School in East Rochester, New York
2. Linden Park Teacher Learning Center and Technology RIC in Pittsford, New York and
3. Baird Road Facility in Penfield New York

## Section 7

### Vital Educational Agency Information

#### Site Identification and Data

##### Central Campus:

#### 1. Foreman Area Education Center—including Buildings 1, 2, 3, and 8.

**Address:** ..... 41 O'Connor Road, Fairport, New York 14450  
**Contact person:** ..... Dan White  
**Phone:** ..... (585) 383-2200  
**Staff population:** ..... ~1000  
**Student Population:** ..... ~2500  
**Transportation Needs:** ..... 15 - regular 60 seat school busses and  
15 - handicapped accessible school busses  
**Transportation Contact:** .. Paula Powell  
**Transportation Phone:** ..... 383-6665     **Fax:** 383-6442

#### 2. Foreman Area Education Center—including Buildings 4, 5, 6, and 7

**Address:** ..... 38 O'Connor Road, Fairport, New York 14450  
**Contact person:** ..... Dan White  
**Phone:** ..... (585) 383-2200  
**Staff population:** ..... ~50  
**Student Population:** ..... ~250  
**Transportation Needs:** ..... 4 - regular 60 seat school busses and  
2 - handicapped accessible school busses  
**Transportation Contact:** .. Paula Powell  
**Transportation Phone:** ..... 383-6665     **Fax:** 383-6442

#### Foreman Area Education Center – Primarily O'Connor Academy (Buildings 9 and 10)

**Address:** ..... 25 O'Connor Road, Fairport, New York 14450  
**Contact person:** ..... Dan White  
**Phone:** ..... (585) 383-2200  
**Contact:** ..... Mark Frenzel, Principal (O'Connor Academy)  
**Phone:** ..... (585) 383-2280  
**Staff population:** ..... ~50  
**Student Population:** ..... ~150  
**Transportation Needs:** ..... 4 - regular 60 seat school busses and  
2 - handicapped accessible school busses  
**Transportation Contact:** .. Paula Powell  
**Transportation Phone:** ..... 383-6665     **Fax:** 383-6442

## Section 7

### Vital Educational Agency Information

#### East Rochester Campus:

##### Lois E. Bird School/Morgan School

**Address:** ..... 120 East Avenue, East Rochester, New York 14445  
**Contact person:** ..... Dan White  
**Phone:** ..... (585) 383-2200  
**School Hours:** ..... 8:15 a.m.–2:15 p.m.  
**Dismissal for Half-days:** 11:15 a.m  
**Contacts:** ..... Tera Strauss, Principal, Grades K-5  
..... Dave McAlpin, Principal, Grades 6-8  
**Phone:** ..... 586-1850     **Fax:** 385-5805

#### Off Site Locations:

##### 11 and 15 Linden Park, Rochester, New York 14624

Staff Development Services and RIC Building

**Contact:** ..... Christine Treasure, Director of Learning & School Improvement  
**Phone:** 383-6620     **Fax:** 218-6267

##### Challenger Learning Center at Kodak Center

**Address:** ..... 200 West Ridge Road, Rochester, New York 14615  
**Contact:** ..... Christine Treasure, Director of Learning & School Improvement  
**Phone:** ..... 383-6620

##### Harris Building at Baird Road

**Address:** ..... 2596 Baird Road, Penfield, New York 14526  
**Phone:** ..... 383-6648

##### School Health Services RCSD

**Address:** ..... 281 West Ridge Road, Rochester, New York 14615  
**Contact:** ..... Eileen Davis, Coordinator  
**Phone:** ..... 324-5920

##### Transportation Center/Bus Garage

**Address:** ..... 79 O'Connor Road, Fairport, New York 14450  
**Contact:** ..... Paula Powell, Director  
**Phone:** ..... 383-6665

## Section 7

### Vital Educational Agency Information

#### Community Based Programs:

##### Childcare Professions (EMCC) at East Rochester Elementary School

**Address:** ..... 400 Woodbine Ave., East Rochester, New York 14445  
**School Hours:** ..... 11:55 a.m.–2:00 p.m.  
**Contact:** ..... Mike Ehret, Principal (EMCC)  
**Phone:** ..... 387-3815

##### Emergency Services (EMCC) at Perinton Ambulance

**Address:** ..... 1400 Turk Hill Road, Fairport, New York 14450  
**Session 1 Hours:** ..... 8:10 a.m.–10:30 a.m.  
**Session 2 Hours:** ..... 11:35 a.m.–1:40 p.m.  
**Contact:** ..... Mike Ehret, Principal (EMCC)  
**Phone:** ..... 387-3815

##### eSTART

**Address:** ..... Rush-Henrietta Schools Carlton Webster Building  
2000 Lehigh Station Rd., Henrietta, New York 14467  
**School Hours:** ..... 7:30 a.m.–1:45 p.m.  
**Dismissal for half-days:** 10:30 a.m.  
**Contact:** ..... Melissa Wollschleger, Principal  
**Phone:** ..... 383-6464

##### New Vision Medical Careers (EMCC) at Rochester General Hospital Northside Professional Center

**Address:** ..... 1299 Portland Ave, Suite #6, Rochester, New York 14602  
**School Hours:** ..... 7:45 a.m.–11:00 a.m.  
**Contact:** ..... Mike Ehret, Principal (EMCC)  
**Phone:** ..... 387-3815

##### New Vision Medical Careers (EMCC) at St. Ann's Community

**Address:** ..... 1500 Portland Avenue, Rochester, New York 14621  
**School Hours:** ..... 7:45 a.m.–11:00 a.m.  
**Contact:** ..... Mike Ehret, Principal (EMCC)  
**Phone:** ..... 387-3815

## Section 7

### Vital Educational Agency Information

#### New Vision Education Professions (EMCC) at East Rochester Elementary School

**Address:** ..... 400 Woodbine Ave., East Rochester, New York 14445  
**School Hours:** ..... 8:30 a.m.–10:50 a.m.  
**Contact:** ..... Mike Ehret, Principal (EMCC)  
**Phone:** ..... 387-3815

#### Project SEARCH

**Address:** ..... Rush-Henrietta Schools Carlton Webster Building  
2000 Lehigh Station Rd., Henrietta, New York 14467  
(Also at local Wegmans stores.)  
**School Hours:** ..... 8:00 a.m.–2:00 p.m.  
**Contact:** ..... Bonnie Masiuk, Principal (Transition & Employment Programs)  
**Phone:** ..... 387-3828

#### SELF (Strong Employment and Life Foundations) at Strong Museum of Play

**Address:** ..... 1 Manhattan Square Dr., Rochester, New York 14607  
**School Hours:** ..... 8:00 a.m.–2:00 p.m.  
**Contact:** ..... Bonnie Masiuk, Principal (Transition & Employment Programs)  
**Phone:** ..... 387-3828

#### Small Animal Care (Multi-Occ./FOCUS) at Lollypop Farm

**Address:** ..... 99 Victor Road, Fairport, New York 14450  
**Session 1 Hours:** ..... 7:45 a.m.–9:05 a.m. (Multi-Occ.)  
**Session 2 Hours:** ..... 9:20 a.m.–10:40 a.m. (Multi-Occ.)  
**Session 3 Hours:** ..... 11:45 a.m.–1:50 p.m. (FOCUS)  
**Contact:** ..... Mike Ehret, Principal  
**Phone:** ..... 387-3810

#### TOUR: Transition Opportunities at the University of Rochester

**Address:** ..... Meliora Hall—Room 223  
601 Elmwood Ave., Rochester, New York 14642  
**School Hours:** ..... 8:00 a.m.–2:00 p.m.  
**Contact:** ..... Bonnie Masiuk, Principal (Transition & Employment Programs)  
**Phone:** ..... 387-3828

## Section 7

### Vital Educational Agency Information

#### District Based Classes located in Component District Schools:

##### Eastridge Senior High School (East Irondequoit CSD)

**Address:** ..... 2350 East Ridge Road, Rochester, New York 14622  
**School Hours:** ..... 7:20 a.m.–2:18 p.m.  
**Building Phone:** ..... 339-1450

##### Fairport High School (Fairport CSD)

**Address:** ..... 1 Dave Paddock Way, Fairport, New York 14450  
**School Hours:** ..... 7:25 a.m.–2:10 p.m.  
**Building Phone:** ..... 421-2100

##### Johanna Perrin School (Fairport CSD)

**Address:** ..... 85 Potter Place, Fairport, New York 14450  
**School Hours:** ..... 7:55 a.m.–2:40 p.m.  
**Building Phone:** ..... 421-2080

##### Northside School (Fairport CSD)

**Address:** ..... 181 Hamilton Road, Fairport, New York 14450  
**School Hours:** ..... 8:55 a.m.–3:15 p.m.  
**Building Phone:** ..... 421-2140

##### Project LIFE 101 at Brighton Administration Building (Brighton CSD)

**Address:** ..... 2035 Monroe Ave., Rochester, New York 14618  
**School Hours:** ..... 8:00 a.m.–2:00 p.m.  
**Building Phone:** ..... 242-5200  
**Contact:** ..... Bonnie Masiuk, Principal (Transition & Employment Programs)  
**Project LIFE Office Phone:** 387-3828

##### Project LIFE 201 at Minerva DeLand School (Fairport CSD)

**Address:** ..... 140 Hulburt Road, Fairport, New York 14450  
**School Hours:** ..... 8:00 a.m.–2:00 p.m.  
**Building Phone:** ..... 421-2030  
**Contact:** ..... Bonnie Masiuk, Principal (Transition & Employment Programs)  
**Project LIFE Office Phone:** 387-3828

## Section 8

### **Early Detection of Potentially Violent Behaviors**

The Monroe #1 BOCES provides for the dissemination of informative materials regarding the early detection of potentially violent behaviors to teachers, administrators, parents, and other persons deemed appropriate to receive such information.

This is done by distributing informative brochures on the early detection of potentially violent behaviors including "Warning Signs" and "Communication Tips For Parents" by the American Psychological Association, "Protect Your Child From Violence: A Resource For Parents", "Helping Potentially Violent Children" and "Identifying Troubled Children" from the New York State Center for School Safety, among others. The brochures will be available in the School Safety and Security Office and the Environmental Health and Safety Office, and will be distributed to teachers to give to parents at open houses and conferences.

Information materials regarding the early detection of potentially violent behaviors are also available on the website, [www.monroe.edu](http://www.monroe.edu)

Training will also be provided to staff titled "Setting the Stage For Safer Schools" which will be offered on Superintendent's conference days which includes training in identifying early warning signs in students and prevention strategies.

Annual training in Therapeutic Crisis Intervention is conducted annually across programs and district, which focused on training to help identify and detect potentially violent behaviors.

Staff procedures have also been developed through a mental health committee that includes "Response to Suicidal or Homicidal Individuals." All staff are trained to communicate threatening behavior to appropriate mental health, administration, or security staff. The saying, "If you see something say something" has been adopted for all staff.

## Section 9

### **Hazard Identification**

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#### **Threat/Hazard Assessments Summary**

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

School Safety Teams shall complete thorough threat assessments to identify circumstances in the school or near campus that may present unique problems or potential risk to people or property.

The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students.

The table on the following page provides a list of potential threats that schools should consider when conducting a threat/hazard assessment. Potential or more likely Hazards are in **BOLD**.

## Section 9

### Hazard Identification

#### Threat and Hazard Types and Examples

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

## Section 9

### Hazard Identification

#### A. Planning Assumptions and Limitations

##### 1. Planning Assumptions

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The School ERP is established under the following assumptions:

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

## Section 10

### Response-Notification and Activation

#### Communication with Others

- A. Description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies:  
Follow Monroe #1 BOCES Emergency Notification Procedures.
- B. Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law:

#### **CONTACT:**

**MONROE COUNTY**  
Office of Emergency Preparedness  
111 Westfall Road  
Room B-11  
Rochester, NY 14620-4633  
(585) 473-0710

#### Law Enforcement Agencies:

**Brighton Police Dept.**  
2300 Elmwood Avenue  
Rochester  
Ph: 784-5150

**East Rochester Police Dept.**  
254 West Ivy Street  
East Rochester, NY 14445  
Ph: 586-4399

**Fairport Police Dept.**  
31 South Main Street  
Fairport, NY 14450  
Ph: 223-1740 Fax: 223-1759

**Federal Bureau of Investigation,**  
100 State Street, Room 3000  
Rochester, NY 14614  
Ph: 546-2220  
After hrs – Buffalo Ph: 546-2329 Fax: 856-7800

**Rochester Police Dept.**  
Public Safety Building  
Rochester, NY 14614  
Ph: 428-7210

**Webster Police Dept.**  
1000 Ridge Road East  
Webster, NY 14580  
Ph: 872-1216

**Monroe County Sheriff**  
130 South Plymouth Avenue  
Rochester, NY 14614  
Ph: 482-5780

**New York State Police Troop E**  
1569 Rochester Road  
Canandaigua, NY 14424  
Ph: 398-4100

## Section 10

### Response-Notification and Activation

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#### **Ambulance:**

**Brighton Volunteer**

1551 South Winton Road  
Rochester, NY 14618  
Ph: 271-2718

**East Rochester Volunteer**

254 West Ivy Street  
East Rochester, NY 14445  
Ph: 586-5723

**Henrietta Volunteer**

280 Calkins Road  
Rochester, NY 14623  
Ph: 334-4190

**Honeoye Falls/Mendon Volunteer**

210 East Street, P.O. Box 335  
Honeoye Falls, NY 14472  
Ph: 624-2200

**Irondequoit Volunteer**

2330 Norton Street  
Rochester, NY 14609  
Ph: 544-5112

**Monroe Ambulance**

318 Smith Street  
Rochester, NY 14609  
Ph: 232-9000

**Penfield Volunteer**

1585 Jackson Road, P. O. Box 212  
Penfield, NY 14526  
Ph: 872-6060

**Perinton Volunteer**

1400 Turk Hill Road Fairport, NY 14450  
Ph: 223-4150 Fax: 223-7300

**Pittsford Volunteer**

40 Tobey Road, P. O. Box 122  
Pittsford, NY 14534  
Ph: 385-2401 Fax: 385-5894

**Rush Volunteer**

1971 Rush-Mendon Road PO Box 252  
Rush, NY 14586  
Ph: 533-2058

**West Webster Ambulance**

1051 Gravel Road  
Webster, NY 14580  
Ph: 671-4141 Fax: 671-4685

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#### **Helicopter EMS Transportation:**

**Mercy Flight Central, Inc.**

2440 Brickyard Road  
Canandaigua, NY 14424  
Ph: 396-0584 Fax: 396-0585

## Section 10

### Response-Notification and Activation

#### Fire Departments:

**Brighton FD**

3100 East Avenue  
Rochester, NY 14610  
Ph: 381-1122

**Bushnell's Basin FD**

683 Pittsford-Victor Road  
Pittsford,  
Ph: 248-9403

**East Rochester FD**

415 Main Street  
East Rochester, NY 14445  
Ph: 586-4399

**Fairport FD**

27 East Church Street, PO Box 66124  
Fairport, NY 144450  
Ph: 223-9220 Fax: 223-7891

**Henrietta FD Station #1**

3129 East Henrietta Road  
Henrietta, NY 14667  
Ph: 334-1234

**Honeoye Falls FD**

7 Monroe Street  
Honeoye Falls, NY 14472  
Fax: 624-1425

**Mendon FD**

101 Mendon-Ionia Road  
Mendon, NY 14506  
Ph: 624-1738 Fax: 624-5991

**Penfield FD**

1838 Penfield Road  
Penfield, NY 14526  
Ph: 586-2413 Fax: 586-1342

**Pittsford FD**

8 Monroe Avenue, PO Box 146  
Pittsford, NY 14534  
Ph: 586-8967

**Rush FD**

1971 Rush-Mendon Rd.  
Rochester, NY 14543  
Ph: 533-1155

**Webster FD**

35 South Avenue  
Webster, NY 14580  
Ph: 265-3650

**West Brighton FD Station #2**

2695 W Henrietta Rd.  
Rochester, NY 14623  
Ph: 424-1414 Fax: 424-2582

**West Webster FD**

1051 Gravel Road  
Webster, NY 14580  
Ph: 671-3211 Fax: 671-4685

## Section 10

### **Response-Notification and Activation**

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#### **Town Offices:**

**Perinton Town Offices**

1350 Turk Hill Road  
Fairport, New York 14450  
Ph: 223-0770

**Henrietta Town Hall**

475 Calkins Road  
Henrietta, New York 14467  
Ph: 334-7700

**East Rochester Village Offices**

120 West Commercial Street  
East Rochester, New York 14445  
Ph: 586-3553

**Penfield Town Offices**

3100 Atlantic Avenue  
Penfield, New York 14526  
Ph: 340-8600

**Rochester City Hall**

30 Church Street  
Rochester, New York 14614  
Ph: 428-7000

**Irondequoit Town Offices**

1280 Titus Avenue  
Rochester, New York 14617  
Ph: 467-8840

**Pittsford Town Offices**

11 South Main Street  
Pittsford, New York 14534  
Ph: 248-6200

**Brighton Town Offices**

2300 Elmwood Avenue  
Rochester, New York 14618  
Ph: 784-5250

## Section 10

### **Response-Notification and Activation**

#### **Procedures for notification of educational agencies within the district of a disaster:**

- The Superintendent, either personally or through the District Safety Team, will notify of a disaster using multiple methods such as PA systems, IP phones, radios, email, or via a mass notification system.

#### **Procedures for notification in the event of early dismissal are as follows:**

- The Superintendent, either personally or through the District Safety Team, will notify on-site administrators that school is to be dismissed early and of the time the dismissal should take place.
- The IC and/ or Safety Team will notify local radio and television stations of the early dismissal.
- The IC and/Safety Team will work with student programs to notify bus drivers and other general transportation personnel of the early dismissal.
- On-site administrators will be responsible for informing parents.
- A 100% accounting of students will be completed and verified immediately preceding the dismissal.

#### **Procedures for notification in the event of a violent incident are as follows:**

- The Superintendent, either personally or through the Safety Team, will notify on-site administrators of the violent incident, if the incident is of sufficient seriousness to affect school operations.
- On-site building administrators will be responsible for telephoning parents, or sending home letters depending on the specifics and seriousness of the incident.

## Section 11

### **Concept of Operations & Incident Command**

#### **I. CONCEPT OF OPERATIONS**

The overall strategy of a School ERP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

The Incident Command System (ICS) is extremely useful; not only does it provide an organizational structure for incident management, but it also guides the process for planning, building and adapting that structure. Using ICS for every incident or planned event helps hone and maintain skills needed for the large-scale incidents.

ICS is a standardized, on-scene, all-hazards incident management approach that:

- Is flexible and can be used for incidents of any type, scope and complexity
- Allows for the integration of facilities, equipment, personnel, procedures and communications operating within a common organizational structure.
- Enables a coordinated response among various jurisdictions and functional agencies, both public and private.
- Establishes common processes for planning and managing resources.

The school recognizes that staff and students will be first responders during an incident. Adopting ICS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

## Section 11

### **Concept of Operations & Incident Command**

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#### **A. Implementation of the Incident Command System (ICS)**

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the 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 qualified Incident Commander.

#### **B. Initial Response**

School 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 Building Administrator, or designee or command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). 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 ERP.

## Section 11

### Concept of Operations & Incident Command

#### II. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

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

The Incident Commander is not able to manage all the aspects associated with an incident without assistance. The school relies on other key school 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.

#### III. DIRECTION, CONTROL, AND COORDINATION

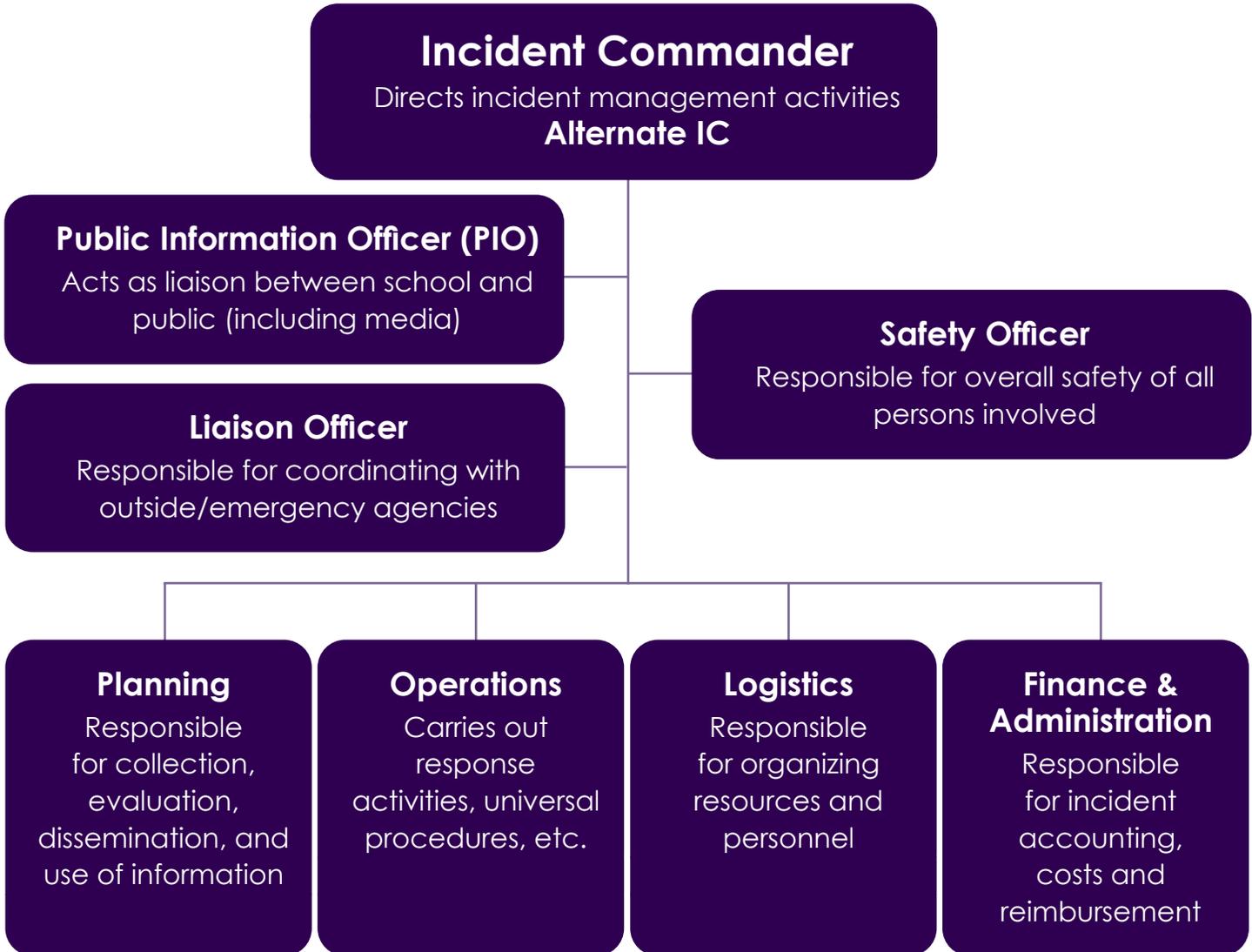
##### A. School Incident Command System

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of 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:

## Section 11

### Concept of Operations & Incident Command



### B. School Incident Command System (ICS) Roles Defined

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

#### 1. Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

## Section 11

### Concept of Operations & Incident Command

Responsibilities and duties include:

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

#### 2. Operations Section

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

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. **8 NYCRR Section 155.17 e (2) ii** requires the designation of individuals assigned to emergency response teams. The Emergency Response Teams Appendix includes tables for documenting those designated individuals.

## Section 11

### **Concept of Operations & Incident Command**

#### **3. Planning Section**

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

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

#### **4. Logistics Section**

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

Responsibilities and duties include:

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

#### **5. Finance/Administration Section**

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

Responsibilities and duties include:

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

## Section 11

### **Concept of Operations & Incident Command**

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#### **C. Coordination with Responders**

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

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

#### **D. Source and Use of Resources**

The school will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

## Section 12

### **Information Collection & Distribution**

#### **IV. INFORMATION COLLECTION, ANALYSIS & DISSEMINATION**

The School will collect, analyze, and disseminate information during and after an incident.

##### **A. Types of Information**

During an incident, the school 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 will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school will also monitor the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

##### **B. Information Documentation**

The assigned staff member will document the information gathered including:

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

## Section 13

### **Administration, Finance, Logistics, & References**

#### **V. ADMINISTRATION, FINANCE AND LOGISTICS**

##### **A. 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 Memorandum of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school district and school officials.

##### **B. Documentation**

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

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

##### **C. Incident Costs**

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

##### **D. 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).

## Section 13

### **Administration, Finance, Logistics, & References**

#### **VI. AUTHORITIES AND REFERENCES**

The following are State and Federal authorizations upon which this School ERP is based. These authorities and references provide a legal basis for incident management operations and activities.

- The New York State Safe School 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).
- 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.

## Section 14

### Functional Annexes

#### **FUNCTIONAL ANNEXES**

The information found within this section has been approved by the New York State School Safety Improvement Team and was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality Emergency Operations Plans for Schools.

It is intended that the Functional Annexes within this section, upon completion by your School Safety Team, should provide schools with a comprehensive set of guides for responding to and functioning during an emergency.

The following annexes provide standard language and procedures for situations utilizing these annexes. These annexes are intended to be transferable to schools statewide and modifications are not recommended.

- Shelter-in-Place
- Hold-in-Place
- Evacuation (required per **8 NYCRR Section 155.17 e (2) i**)
- Lock-out
- Lock-down

These added annexes contain elements required by **8 NYCRR Section 155.17**.

- Crime Scene Management
- Communications
- Medical and Mental Health/TIG Emergency
- Threat and Hazard Specific Annexes
- Accounting for All Persons
- Family Reunification
- Pandemic Plan and Continuity of Operations
- Recovery
- Security
- Elopement/Missing Student Procedures

## Section 14

### Functional Annexes

#### SHELTER-IN-PLACE

Shelter-in-Place is the use of any classroom or other area within a building for the purpose of providing temporary shelter from a hazardous material release, or for a weather-related situation. Shelter-in-Place may also be used for **Bomb Threats**, as decisions are made about the response to the threat. **Upon an announcement to Shelter-in-Place, all staff should always scan their areas for anything out of the ordinary** (see also procedures related to Bomb Threats).

1. The highest ranking Administrator on site should assume Incident Command or appoint an Incident Commander. The Incident Commander should:
  - a) Notify security, Health Office (if needed), and 911 as appropriate.
  - b) Notify staff, students and visitors via the PA system, by messenger, portable radio, or phone to "Shelter in Place."
  - c) Instruct people in outside areas to go indoors and proceed to an interior area away from exterior windows or doors—ideally the center of an office or classroom.
  - d) For a possible hazardous materials release, ensure that maintenance immediately shuts off all heating, cooling, and ventilation systems.
  - e) For a weather-related situation, if deemed appropriate, give instructions to go to a hallway or an internal room without windows and sit down on the floor.
  - f) Remain in contact with the police department, emergency responders, and security for continuous information and instructions.
  - g) Keep staff and students notified of the status of the incident.
2. When a staff member is notified of a shelter-in-place, the staff member should adhere to the following procedure:
  - a) Proceed to an interior area away from exterior windows or doors—ideally the center of an office or classroom.
  - b) Close and move away from exterior doors and windows.
  - c) If the emergency is airborne (e.g., chemical release), attempt to block cracks around doors and vents into the room when possible. Ensure all fans, heating, and air-conditioning systems are turned off.
  - d) For a weather-related situation, when instructed, go to a hallway or an internal room without windows (cafeteria etc.) and sit down on floor.
  - e) Continue to follow the instructions given by administration/emergency responders and security.
  - f) Document all personnel in the room and report out to local public safety and facility officials.
  - g) Do not allow anyone to leave the shelter during the emergency.
  - h) Document all people in the room/area, and note any absences and probable locations.

## Section 14

### Functional Annexes

#### HOLD-IN-PLACE

##### I. PURPOSE

If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a “Hold-in-Place” may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified.

##### II. ACTIONS

###### A. Initiate Hold-in-Place

- **Hold-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, COLORS OR CARDS)**
  - ▶ **YOUR ATTENTION PLEASE.**
  - ▶ **THERE IS A SITUATION REQUIRING YOU TO HOLD IN PLACE.**
  - ▶ **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**

###### B. Instructions

- All students and staff should remain in their classrooms until advised it is all clear.

###### C. 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.
- Activate Annex(es) appropriate to respond to the situation.
- All available staff members will assist in maintaining order and accounting for students. Remain in position until further instruction is given or remaining in place compromises safety.

## Section 14

### Functional Annexes

#### EVACUATION

Evacuation is the removal of students, faculty, and staff from district facilities.

1. The highest ranking Administrator on site should assume Incident Command or appoint an Incident Commander. The Incident Commander should:
  - a) Notify staff, students and visitors via the alarm system, the PA system, by messenger, portable radio, phone to "Evacuate."
  - b) Call 911 and notify security.
  - c) Direct staff, students and visitors to go to a designated evacuation area.
  - d) Instruct designated staff members to search all areas of building for stragglers.
  - e) If the students are to be dismissed for the day or transported to another site, organize a system for an orderly and expeditious dismissal away from the building.
    - \* Document all people in the area, and note any absences and probable locations.
  - f) Determine that the building is safe before resuming normal daily activity.
  - g) Prepare an incident report and submit to security.
2. When a staff member is notified of an evacuation, the staff member should adhere to the following procedure:
  - a) Evacuate when you are notified via the alarm system, the PA system, by messenger.
    - Assemble at a pre-determined evacuation area.
    - Bring roster sheet.
  - b) Close classroom door and turn out lights as students leave.
  - c) Leave the building in an orderly manner following fire drill evacuation routes posted in room.
  - d) Take attendance and supervise students until the emergency is over.
  - e) Await further instructions from an administrator before resuming normal daily activities.
3. When **a relocation is announced**, staff, students, and visitors located in buildings will proceed to their designated relocation area following the emergency relocation procedures.

## Section 14

### Functional Annexes

#### Designated Evacuation Assembly Areas (On School Grounds-Foreman Campus)

Building, Wing or Location	Assembly Area
Building 1 North	Parking Lot on North Side
Building 1 South	Parking lot South
Building 2 North	Parking lot North
Building 2 South	Parking lot South
Buildings 4,5,6	Parking lot South by Security

- When outside the building or inside the building evacuation location, check for injuries.
- Account for all students. Immediately report any missing or injured students to the School Incident Commander.
- **Main office staff:** Take visitor log and student sign out sheet to evacuation assembly area.

## Section 14

### Functional Annexes

#### RELOCATION PLAN (ON CAMPUS SITES): (Central Campus Only)

1. When the fire alarm sounds during severe weather conditions (extreme rain, snow, cold, etc.), or in the event of another emergency requiring occupants to temporarily leave their current location, the incident commander determines if students and staff need to relocate to an alternate Central Campus location.
2. The direction to proceed to alternate locations will be transmitted to program staff via PA announcement, radio or messenger. Radio communication to and within student programs during all evacuations will be transmitted over radio channels 4 (EMCC), 5 (Creekside), or 6 (O'Connor Academy), depending on the needs of programs.

3. Relocation Sites/Alternate Locations:

Alternate locations for evacuating **Buildings 1, 2 & 3:**

- Creekside School moves to Building 10/O'Connor Academy, and O'Connor Academy then moves to Building 4 shop areas.
- All other occupants from Buildings 2, 3 move to Building 9.
- EMCC classes from Building 1, and all other Building 1 occupants move to Building 4,5,6 classrooms/hallways.

Alternate locations for evacuating **Buildings 4, 5 & 6:**

- EMCC moves to Building 1 hallways near Flagpole.
- Deaf Education, Central Records and any remaining students, staff, visitors move to Building 1.

Alternate locations for evacuating **Buildings 9 & 10:**

- O'Connor Academy moves to Foreman Center cafeteria, and all other remaining students, staff, visitors move to Building 2 hallways or Gyms.

4. Selected School Safety Team members will communicate with administrators in areas receiving students. Moving to alternate locations will require preparations to account for, and plan for the health and safety of all building occupants.
5. All students and staff will remain in the alternate location until the all-clear is given to return, or directions are given to dismiss from the alternate location.

## Section 14

### Functional Annexes

#### Evacuation Away From Campus (Central Campus Only)

Off-campus evacuation is the removal of students, staff and visitors away from district facilities. Depending on the situation, the Superintendent may call for an "Early Dismissal." However, in the event of a more dangerous situation, such as with a railroad emergency, the Superintendent may call for an evacuation away from campus.

1. The highest ranking Administrator on site should assume Incident Command or appoint an Incident Commander. The Incident Commander should:
  - a) Call 911 and notify BOCES Security; In the event of off-campus evacuation, Security will notify relocation site, Superintendent's Office, and Transportation.
  - b) Make the decision to remain in the building and proceed with early dismissal procedures, or to evacuate immediately to the relocation site.
  - c) Ensure evacuations routes from the building are clear and safe.
  - d) If evacuating immediately, notify staff, students and visitors via the PA system, messenger, portable radio, phone system. Fire alarm would only be used as last resort. The notification message will state, "We are activating our evacuation away from campus procedures. Please proceed to our off-campus relocation site."
    - Each school/program must notify all Transportation departments of the evacuation and relocation via the automated calling system and via phone calls. The message should state that students need to be picked up at the relocation site.
    - Each school/program must notify all parents/guardians of the evacuation and relocation via the automated calling system and via phone calls. The message should state that students need to be picked up at the relocation site.
  - e) Organize a system for orderly and expeditious dismissal away from the building if necessary.
    - Determine method of travel based on situation and level of severity/type of emergency. This may include walking, or travelling by bus/car/fleet vehicle. Monroe 1 BOCES Transportation and other component Districts such as Penfield and Fairport are available to assist with busing and will be contacted by Monroe 1 Transportation/ or Security.  
(NOTE: Each program/school department will pre-plan the methods of travel in their Building Level Emergency Response Plan. The planning process will also include identifying those who are unable to walk or are otherwise vulnerable, and should stay together as much as possible while moving).
    - Depending on the emergency, staff in departments or offices who are NOT responsible for supervising students may be released/dismissed early for the day.
    - The School Resource Officer, other responding police, and security will assist with traffic safety during the evacuation.

## Section 14

### Functional Annexes

- f) Provide instruction again to staff, students and visitors on the assembly points to be used.
- g) Assemble additional staff personnel to assist with evacuation.
- h) Instruct designated staff members to search all areas of the building for stragglers.
- i) Staff, or "fly team" should proceed to relocation site to check for safety concerns and ready the site.
- j) Ensure attendance is taken when going to the relocation site and on arrival.
- k) Once at the relocation site, follow appropriate procedures for accounting for all persons and family reunification as necessary.

Other notes:

- Safety teams should have emergency go bags on hand that would include technology such as an Ipad or laptop with Internet access (possibly including mobile hotspot), and other emergency supplies.
  - Depending on the emergency, the Transportation Facilities at 79 O'Connor Rd. may be used as a temporary stopover for those identified as vulnerable. While there, students may shelter in place on busses, in the building, or be transported via BOCES busses to the relocation site.
2. When a staff member is notified of an immediate evacuation, they should adhere to the following procedure:
    - a) Inform students of the need to evacuate. Dress for the weather if possible.
    - b) For teachers, attendance should be taken prior to moving from classrooms. Emergency folders with rosters should be used and brought along during the evacuation similar to fire drill procedures. Emergency folders should include student emergency contact information along with maps to the relocation site.
    - c) Proceed to the designated relocation site using determined method of travel.
    - d) When leaving, close classroom door and leave the door unlocked.
    - e) Leave the building in an orderly manner; follow direction of incident commander.

## Section 14

### **Functional Annexes**

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#### **Early Dismissal**

In the event of an emergency that requires an early dismissal, each school or program will follow communications procedures and notify the schools, Transportation departments, and parents of all students being dismissed early from campus.

- Each school/program must notify all Transportation departments of the early dismissal via the automated calling system and via phone calls. The message should state that students need to be picked up as soon as possible.
- Each school/program must notify all parents/guardians of the early dismissal via the automated calling system and via phone calls. The message should state that students need to be picked up at the relocation site.
- Additional staff should be used as needed to assist with early dismissal.
- For parents who may be picking up students, designate an adult report area for parents/guardians to sign-in and to check identification.
- Establish a student release area. Students will be escorted to meet their parent/guardian and sign out.
- Account for all students leaving either on busses or with parent/guardians.

## Section 14

### Functional Annexes

#### **Evacuating Individuals with Disabilities who are Non-Ambulatory**

The evacuation of the site is best accomplished using the Evacuation/Fire Drill Procedures. Evacuation Routes and outdoor assembly areas are pre-designated and regularly drilled. Specific site personnel are designated to make a systematic final sweep through the site to ensure that a total evacuation has occurred. A written plan is required that addresses emergency egress for individuals with disabilities who are non-ambulatory on floor levels above and below grade during any emergency exit. The following evacuation plan is in place for individuals with disabilities who are non-ambulatory who are above and below grade level:

- Students and/or personnel who are non-ambulatory individuals with disabilities will be identified by each program or office.
- Evacuation for non-ambulatory individuals with disabilities can be accomplished with the assistance of designated staff members assigned to carrying out the responsibility of moving the person with a disability out of the building per designated evacuation routes.
- In the event that the non-ambulatory individual cannot be safely evacuated from the facility, designated staff members are assigned to carrying out the responsibility of moving the person with a disability to a specified "Area of Rescue Assistance" during a fire incident or fire drill. This is an area, which has direct access to an exit, where people who are unable to use the stairs may remain temporarily in safety to await further instructions or assistance during emergency evacuation.
- "Areas of Rescue Assistance" are designated by members of the District and Building Safety Teams, with input from the local fire department and fire marshal.
- If the individual is placed in designated "Areas of Rescue Assistance", then an assigned staff member will notify the fire department prior to arrival and direct them to the safe area.
- Individuals assigned to individuals with disabilities should be trained volunteers and aware of the location of their charges at all times.
- \* During all fire drills, non-ambulatory individuals with disabilities should be full participants. However, it is not necessary to remove individuals with disabilities from the safe area during the drill. All actions necessary to move individuals with disabilities to safe areas should be practiced as part of each drill.

## Section 14

### Functional Annexes

#### LOCKDOWN

Lockdown is a method of protecting students, faculty, and staff from an internal or external threat, such as a violent person, by excluding or isolating that threat.

1. The highest ranking Administrator on site should assume Incident Command or appoint an Incident Commander. The Incident Commander should:
  - a) Call 911 and notify security.
  - b) Notify staff, students and visitors via the PA system, by messenger, portable radios, phone, or by bullhorn that "Building is in lockdown."
  - c) Instruct staff to lock classroom doors and close windows, and follow lockdown procedures.
  - d) Communicate with emergency responders and security to determine that the building is safe before resuming normal daily activity.
2. When a staff member is notified of a lockdown, or deems that a lockdown should occur, the staff member should adhere to the following procedure:
  - a) Move students from hallways and areas near your room into classrooms and offices.
  - b) Close and lock all doors and windows (LEAVE LIGHTS AND BLINDS AS THEY ARE). Have students take a seated position, so that they are out of view from door window, or exterior windows.
  - c) Ensure class roster is up to date and students are accounted for; any missing students should be noted and communicated to emergency responders when safe.
  - d) Continue to follow the instructions given by administration, police, and security.
  - e) Do not open doors for anyone under any circumstances.
  - f) Do not allow anyone to leave the rooms during the emergency.
  - g) Await further instructions before resuming normal daily activities. Lockdown will end ONLY when you are physically released from your room by emergency responders including police, security, administration, or safety team.
  - \* Do NOT respond to fire alarm unless imminent signs of fire are observed.
  - \* Door windows may be **temporarily** covered and doors **temporarily** barricaded in the event of an imminent threat of violence until there is no longer a threat.
  - \* **DO use professional judgment at all times.**

## Section 14

### **Functional Annexes**

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A **LOCKOUT** is another option for response to an actual or potential threat from outside the school building. In the event of a LOCKOUT, all exterior doors will be locked and all outside activities will be terminated. Classes otherwise will continue as normal. Classroom and office doors may be locked as an added precaution.

## Section 14

### Functional Annexes

#### CRIME SCENE MANAGEMENT

##### I. PURPOSE

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property as required in **8 NYCRR Section 155.17 e (2) viii**.

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

##### II. ACTIONS

###### Respond

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

###### Evaluate

- Evaluate the severity of the situation, **notify School Resource Officer** or call 911 if appropriate.
- Identify involved parties.
- Be aware of weapons, hazards, and potential evidence.
- Don't touch anything unless absolutely necessary to preserve safety.

###### Secure

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

###### Protect

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

###### Observe

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

###### Notify

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

###### Document

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

## Section 14

### Functional Annexes

#### COMMUNICATIONS

##### I. PURPOSE

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under **8 NYCRR Section 155.17 e (2) iv**, as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation (**8 NYCRR Section 155.17 e (2) i**).

The School ERP must include policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, should be developed and made available in advance of an incident.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the Public Information Officer and located in Building #3.

##### II. Types of Communications

###### A. Communication Between School and Law Enforcement and Emergency Responders

The school will contact and maintain communications with law enforcement and other emergency responders during an incident. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use appropriate communication platforms (portable radio, cell phones etc.) to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

## Section 14

### **Functional Annexes**

#### **B. Internal Communications**

The school has identified a school spokesperson or public information officer (PIO) who will be responsible to:

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

#### **1. Communication Between School Officials and Staff Members**

School 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). The following methods of communication may be utilized to disseminate information internally when appropriate:

- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school.
- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.
- The PA System or portable radios when appropriate.

## Section 14

### Functional Annexes

#### 2. Communication Between School Officials and Students

Communication of emergency information between school officials will primarily take place through the school's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.

#### C. External Communications

School 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.

##### 1. Communication with Parents

- Before an incident occurs, the school will:
  - Inform parents on how to access alerts and incident information.
  - Inform parents that the school has developed an ERP, its purpose and its objectives. **Detailed response tactics should not be shared if they will impede the safe response to an incident.**
  - Information will be included in the Program Information Booklet.
  - 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 to inform parents about what is known to have happened.
  - Implement a plan to manage phone calls and parents who arrive at the school.
  - Describe how the school and school district are handling the situation.
  - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
  - Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule and attend an open question- and-answer meeting for parents/guardians as soon as possible.

# Section 14

## Functional Annexes

### 2. Communication with the Media

In the event of an incident, the School Incident Commander 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:

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
  - Determine a media location for **low impact** events (such as a water main break) and **high impact** events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
  - Low Impact events can be handled at the School District Central Offices or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.
  - High Impact events can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. **DO NOT** use government facilities (fire stations, etc.) as this will interfere with government administration and operations.

Pre-designated Media sites		
Alternate Location		Address and description
<b>LOW IMPACT</b>	Perinton Park	O'Connor Road
<b>HIGH IMPACT</b>	Vacant Lot on Route 31F and Jefferson Avenue	Fairport Road

- Provide regular updates to the media and school community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- **Provide only information that has been approved to be released by the Incident Commander in charge of the scene.**
- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

## Section 14

### Functional Annexes

#### MEDICAL and MENTAL HEALTH EMERGENCY ANNEX

**Medical emergencies** may strike at any time. They may range from a simple bruise to more serious medical events such as broken bones, heart attacks, and strokes.

Many BOCES personnel are trained and certified in both CPR and general first aid. In case of medical emergency, they are available to assist until the outside emergency responders arrive on the scene.

Emergency training is recommended for occupants of the facility, including cardiopulmonary resuscitation (CPR), first aid, fire extinguisher training, and security awareness. Employees should report all exposures to blood and body fluids to your administrator. First aid equipment is distributed throughout the facility offices.

AED locations can be found on the cover of the District Telephone Directory or through the following link: [www.monroe.edu/aed](http://www.monroe.edu/aed)

1. When a staff member or administrator observes or receives information about a serious medical emergency, they should adhere to the following procedure:
  - a) Assess the scene for safety before proceeding.
  - b) Call (or direct another to call) the nearest Health Office.
  - c) If victim is not breathing and/or does not have a pulse, call 911 and ask for advanced life support for possible cardiac arrest. Call (or direct another to call) the Health Office (or office with closest AED), and advise that AED is needed. Be sure to give details about your location.
  - d) If possible, initiate CPR.
  - e) Identify someone to notify security (383-2298).
  
2. When a staff member or administrator gives first aid:
  - a) Assess the scene for safety before proceeding.
  - b) Call (or direct another to call) the nearest Health Office.
  - c) Wear protective equipment, such as gloves, or supply victim with supplies for their own use.
  - d) Call 911 if someone is seriously ill or hurt, or you feel immediate emergency care is required.
  - e) Administer first aid as necessary and appropriate.

## Section 14

### Functional Annexes

#### Crisis-Response (TIG)

1. When a staff member receives initial notification of severe, chronic or life-threatening illness of a student, staff member, or their family members, the staff member should adhere to the following procedure:
  - a) Contact Building Principal.
  - b) Contact classroom mental health worker.
  
2. When a student or staff member experiences death of a family member/significant other, witnesses a tragedy, or experiences a traumatic event, the staff member who receives initial notification should adhere to the following procedure:
  - a) Contact Building Principal.
  - b) Contact classroom mental health worker immediately.
    - \* The administrator then will:
      - a) Contact the Superintendent of Schools, Deputy District Superintendent, Coordinator of Mental Health, and Chief Communications Officer as needed.
      - b) Initiate the phone tree alerting the Building Safety Team and/or TIG team if needed, and determine a plan of action.
  
3. When the school is faced with the death of a student or staff member(s), the staff member who receives initial notification should adhere to the following procedure:
  - a) Contact Building Principal.
  - b) Contact classroom mental health worker immediately.
    - \* The administrator then will:
      - a) Contact the Superintendent of Schools, Deputy District Superintendent, Coordinator of Mental Health, and Chief Communications Officer as needed.
      - b) Initiate the phone tree alerting the Building Safety Team and/or TIG team if needed, and determine a plan of action.

## Section 14

### Functional Annexes

#### Suicidal/Homicidal Threats

##### 1. Role of All BOCES #1 Staff

Each employee faces the possibility of supervising a student who indicates thoughts of suicide or homicide. **All staff at all levels** (to include: Transportation, Operations and Maintenance, Food Services, Clerical...) **are responsible for making sure that:**

- a. Each threat, gesture, or attempt is taken seriously
- b. No student indicating suicidal or homicidal concerns is left alone at any time
- c. The concern, including:
  - students involved
  - time of statements or event
  - location where this occurred
  - specific statements

are referred immediately to the program based mental health staff or administrator directly responsible for that student or your immediate supervisor. That supervisor will then contact the Coordinator of Mental Health or school based mental health staff.

- d. In instances when a weapon may be involved, Security should be contacted immediately.
- e. If no program based mental health person is available, appropriate community resources should be contacted: i.e. 911.

##### 2. Role of Mental Health Staff and Administrators

It is the responsibility of program based mental health to assess the potential threat and, in collaboration with administration, make decisions that ensure the safety of all students during the course of the threat, as well as after the student returns to school and document all interventions and contacts made.

##### 3. Duty to Warn

*Duty to warn* refers to the responsibility of school staff to breach confidentiality if a student or other identifiable person is in clear or imminent danger. In situations where there is clear evidence of danger to the student or other persons, staff must determine the degree of seriousness of the threat and notify the person in danger as well as those who are in a position to protect that person from harm.

Clear documentation of the threat and the content, timing and staff involved in notifying individuals in danger and those in position to protect those is crucial.

## Section 14

### Functional Annexes

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#### **ACCOUNTING FOR ALL PERSONS**

##### **I. PURPOSE**

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

##### **II. ACTION**

The Building level Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Procedures for the following should be included:

- Include procedures on taking attendance and reporting to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Develop procedures in the event a student, staff member, or guest cannot be relocated and how this missing person will be reported to the Incident Commander.
- Develop procedures for the dismissal of students if they have been relocated in the building.

# Section 14

## Functional Annexes

### FAMILY REUNIFICATION

#### I. PURPOSE

The Family Reunification Annex details a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and an alternate site is needed.

#### II. ACTIONS

##### A. Designate Reunification Site

- Use the table below to designate Primary and Secondary Reunification sites. If pre-designated sites are not available or inadequate, consult the Incident Commander (police, fire or other emergency official), to determine the appropriate pre-designated relocation site(s).

#### Pre-designated Reunification Sites (Foreman Campus)

	Location	Address	Name and Phone Number
PRIMARY	Minerva Deland School	140 Hurlbut Rd. Fairport, NY	Pam Ciranni 585-421-2030
SECONDARY	Perinton Park	O'Connor Rd. Fairport, NY	Perinton Town Supervisor

##### Procedures:

- Follow Evacuation procedures for transporting students to the reunification site(s) (See Evacuation Annex).
- Security will notify a contact person at the relocation site(s) to prepare for the arrival of students.
- Each school should designate a Reunification Coordinator.

## Section 14

### **Functional Annexes**

- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Staff should direct incoming students to predetermined areas at the site.
- Designate a holding area for arriving students and staff away from waiting family members.
- Designate an adult report area for parents/guardians to sign-in and to check identification.
- Establish a student release area. Students will be escorted to meet their parent/guardian and sign out.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.
- Establish the bus pick-up locations and assign staff to assist students getting on appropriate buses. All students leaving on buses must be accounted for.
- Establish a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private and away from other parents. The School Psychologist or other designee, will coordinate this activity with emergency response personnel.
- Set up a media staging area away from the reunification site and notify the Monroe 1 PIO (Communications Officer) of the location.
- Special needs students may be significantly impacted by the stress of the incident and additional support staff may be required to support these students.
- Follow the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site.
- Maintain current student and staff emergency information that details special needs, such as medical or custody issues.

## Section 14

### **Functional Annexes**

#### **CONTINUITY OF OPERATIONS PLAN (COOP)**

##### **I. PURPOSE**

This annex describes how the school and school district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

##### **II. ACTIONS**

The Building Level Safety Team should consider the following when reviewing current or developing new policies and procedures.

- Selecting primary and secondary relocation sites that meet the needs of school.
- Activating the COOP any time and sustaining it for up to 30 days.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensure students receive applicable related services in the event of a prolonged closure.
- Protecting vital documents and making them available at alternate sites.
- Identifying personnel to assist in developing COOP and training them in activating COOP procedures.

## Section 14

### **Functional Annexes**

#### **THREAT AND HAZARD SPECIFIC ANNEXES**

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

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

- School staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

The school should customize threat and hazard specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school 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.

## Section 14

### Functional Annexes

#### ACTIVE SHOOTER

##### I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of an active shooter on school grounds or in the school building.

##### II. SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school grounds or in the school building.

An active shooter or armed assailant on school property involves one or more individuals with the intent to cause physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school is a crime scene and will require a thorough search and processing.

##### III. CORE FUNCTIONS

In the event of an active shooter, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

##### A. Functional Annexes That May Be Activated

Functional annexes that may be activated in the event of an active shooter on campus may include the following:

- Evacuation
- Lockdown
- Accounting for All Persons
- Family Reunification
- Communications
- Medical Emergency

## Section 14

### Functional Annexes

#### **B. Activating the Emergency Response Plan**

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the ERP immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

##### **1. Incident Commander Actions**

- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions, e.g. lockdown or evacuation depending on the situation.
- Notify law enforcement, provide location and description of the shooter if possible.
- Notify schools buses to not enter the school grounds.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Family Reunification Annexes.

##### **2. Staff Actions**

- Use Extreme Caution
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Make appropriate notifications, provide description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Family Reunification Annexes.

## Section 14

### Functional Annexes

#### BOMB THREAT

1. The highest ranking Administrator on site should assume Incident Command or appoint an Incident Commander. The Incident Commander should:
  - a) Notify 911 and security that a threat has been received.
  - b) Notify the Superintendent's office who will ensure other necessary notifications are made.
  - c) Notify staff, students and visitors via the PA system, by messenger, portable radio, phone, or bullhorn to "Shelter-in-Place." Instruct everyone to remain where they are and scan their areas for anything out of the ordinary.
  - d) Conduct a threat assessment with police and security and other District-Wide Health and Safety Team Members. The decision to evacuate, relocate, dismiss early, or continue with school is dependent on information received in the threat, and how credible the information is.
  - e) Activate the Building-Level Safety Team and establish search teams of employees comprised of Safety Team members, security, and maintenance. If the bomb threat is credible or specific in nature, the Team should scan and clear another location to move to, along with the route to this location.  
***Under no circumstances are they to touch a suspicious package.***  
If at any time a suspicious object is located, STOP the search and notify police.
  - f) If the threat is generic or non-specified, teams should scan common areas for anything unusual.
  - g) After consulting with police, determine that the building is safe before resuming normal daily activity.

## Section 14

### Functional Annexes

2. When a staff member receives a bomb threat via telephone, the phone call recipient should adhere to the following procedure:
  - a) **Do not** hang up the telephone to call 911.
  - b) Keep the caller on the phone as long as possible.
  - c) Signal to another person to alert an administrator.
  - d) Write down everything that the caller says on the Monroe #1 BOCES Bomb Threat Instructions.

Ask the caller all of the questions on the Monroe #1 BOCES Bomb Threat Instructions.
  - e) While listening to the caller, try to estimate the caller's age, sex, race and be sure to note any background noises. This information will also go on the Monroe #1 BOCES Bomb Threat Instructions.
  - f) Write down anything that you feel is important to the investigation.
    - \* Staff members who become aware of other threats of violence should notify administration, security, or mental health staff, who will conduct an immediate threat assessment and response. All threats of violence must be reported!
3. When a staff member is notified about a bomb threat, the staff member should adhere to the following procedure:
  - a) Listen to and follow all instructions given by administrators.
  - b) Bring students into the classroom.
  - c) Close all windows and doors.
  - d) Do not allow students to leave the classroom under any circumstances.
  - e) Ensure class roster is up to date and students are accounted for.
  - f) Scan his/her respective area for anything out of the ordinary. Notify administration/security/police if anything out of the ordinary is observed. Scanning does NOT involve touching or handling a suspect object.
  - g) Await further instructions before resuming normal daily activity.

## Section 14

### Functional Annexes

#### **RAILROAD EMERGENCY (Central Campus)**

When a railroad derailment occurs at the Central Campus, or in close proximity to campus, the following should occur immediately:

1. Call 911 to report the emergency. If possible, provide 911 with railroad car container shapes, hazardous material signs, smoke color and any indications of fumes present.

#### **DO NOT APPROACH THE ACCIDENT SITE!**

2. The Conrail track identification numbers are:
  - Main Campus Crossing ID Number 521 104 V, Milepost QW 349.97
  - Transportation Bus Garage Crossing ID Number 514 569 P, and Milepost QC 362.25
3. Evacuate Buildings 4,5,6 and Buildings 8,9,10 to Buildings 1,2,3: Occupants of Buildings 4, 5 & 6 evacuate to Building 1 Hallways near Flagpole. Occupants of Buildings 9&10 evacuate to Foreman Center Cafeteria.
4. Occupants of Buildings 1,2,3 should begin to shelter-in-place (Hazmat) following the guidelines within the School Safety Plan Quick Reference Manual, (page 7).
5. Ensure all outside activities are terminated and individuals shelter-in-place (Hazmat) within Building 1,2,3.
6. Take attendance.
7. A BOCES representative should be ready to meet the fire department upon arrival. Inform the fire department of the shelter-in-place (Hazmat) situation and let the First Responders know how many students and staff are inside the building. Ask where the Incident Command Post (ICP) is located and the ICP phone number. Coordinate to have an off-campus BOCES representative transition to the ICP to perform liaison duties.

## Section 14

### Functional Annexes

#### Student Leaving Campus

**\* Per the Monroe One Code of Conduct, students are not allowed to leave campus unsupervised without prior authorization or permission.**

In the event that student leaves the Foreman campus, or attempts to leave campus during or following the school day, the following procedure should be adhered to (off-site locations should modify accordingly):

1. Immediately notify the program administration and security.
2. Maintain continuous supervision of student and make verbal attempts to have student return to school. Security vehicle should be used for response.
3. Evaluate the safety issues associated with the student and overall situation (student age, school/program, mental health status, risk of violence/threats of harm, safety of environment/traffic/railroad tracks etc.). If the student is under the age of 16, maintain supervision and notify School Resource Officer.

**Call SRO to respond to “standby” if the student is a Creekside student.**

4. If the student poses a threat or risk of harm to themselves or others, take appropriate action to protect the student based on professional judgment, intervention training, and dynamic risk assessment. Call SRO/911 if this occurs off-campus.
5. School/program administration should notify the child's guardian.  
**For non-Creekside schools/programs**, if parent guardian gives permission to walk home/leave school, and the student is not a safety concern based on a thorough risk assessment, then they may be allowed to leave. They will be subject to appropriate disciplinary measures. If permission to leave is not given by parent guardian, then continue to maintain supervision/eyes-on and call School Resource Officer.

## Section 14

### Functional Annexes

#### Missing Student/Student Elopement

For programs at the Foreman Center Campus, in the event that faculty or staff becomes aware of a missing student, they should adhere to the following procedure (off-site locations should modify accordingly):

- 1. Notify administration, and alert security ASAP that student is missing by calling security booth at #6444. Provide the following information:**
  - Student's name
  - Description (clothing, accessories, anything distinguishing)
  - Last known location
  - Locations frequented by student (especially if student has wandered before)
  - Time that the student was last seen
- 2. Check last known location, including classroom where student is supposed to be.**
- 3. Security and administration will coordinate "Setting up Perimeter":**
  - Ensure that doors leading to the exterior of the building are covered. If there are not enough people to cover the perimeter, security in booth will observe doors with surveillance cameras; security will also monitor the cameras to look for the student.
  - Depending on circumstances, security may send out an "all call" across campus to those with portable radios to assist (by being on the lookout for missing student).
  - Assign any additional available people to check the exterior of the building (parking lots, playground, trails, roadways, etc.)
  - If it's believed that the student has left the property, contact SRO/call 911/notify parent or guardian.
- 4. Begin an orderly room-to-room search of the building/grounds, starting from the last known location of the student. Have any additional available staff stand at hallway corners to provide visual coverage of multiple hallways at once.**
- 5. If, at any time the student is located, make an immediate notification to security. Security should visually go to the location of the student for verification.**
  - \* **Students with known elopement behaviors should be identified and reported to Administration, Security, and/or Crisis staff; they should carry basic identification information at all times.**

## Section 14

### Functional Annexes

#### Pandemic Plan

##### I. Definition of Pandemic

According to the World Health Organization (WHO) a pandemic is a worldwide spread of a new disease. An influenza pandemic occurs when a new influenza virus emerges and spreads around the world, and most people do not have immunity.

Three criteria determine a pandemic:

- A new infectious agent emerges to which humans have no immunity
- Humans are infected and become sick (or die)
- Is contagious and spreads from person to person efficiently

##### II. Purpose of the Plan

The purpose of the plan is to assist in managing the impact of a pandemic, if one should occur, that would affect Monroe One BOCES and its ability to provide services to the children and districts that it serves daily.

This plan focuses on two main strategies, which include:

- Sustaining educational/department functions to the maximum extent possible
- Reducing the spread of the virus within Monroe One BOCES facilities

##### III. Communication

The Monroe One BOCES has aligned its pandemic plan with the Monroe County Health Department, as well as the Federal and NYS DOH and the Centers for Disease Control. Monroe One BOCES' guidance will be consistent with these agencies recommendations in order to coordinate appropriate response and to avoid causing unnecessary concern. Key features include working closely with the Monroe County Health Department and establishing communication mechanisms among school personnel and with the community at large.

- To Monroe One BOCES from external sources
- From Monroe One BOCES to external sources
  - Monroe One BOCES website
- Internally within Monroe One BOCES
  - Parents/guardians, students, staff
  - Electronic mass notification system
  - Online News Sources
  - Flyers/Written Communication to Parents/Guardians
  - Website
  - Local Radio/Television Stations
  - E-mail

## Section 14

### Functional Annexes

- The primary communication channel will be the Monroe County Public Health Website located at <http://www.monroecounty.gov/health-index.php>. Specific information for schools will also be made available both through the Monroe One BOCES website at [www.monroe.edu](http://www.monroe.edu).
- The Superintendent of Schools and/or the Chief Communications Officer will act as spokesperson(s) for Monroe One BOCES. Communication channels will be used according to the nuances of the Pandemic which may include website information, school and district newsletters, e-mail and the district's electronic mass media messaging system. All staff will be advised to refer outside media inquiries directly to central office. Scripts for building office staff, nursing staff, and teaching staff will be provided when appropriate for consistent messaging.
- Communications to employees will generally be done through employee email. The building principal or department supervisor will advise the employees in advance where to find up-to-date and reliable information. While efforts will be made to inform staff in a timely fashion of all new developments, during actual outbreaks and especially during high district level problem-solving that may take time, minor communication delays may occur. Building principals and supervisors will remind staff that they should only regard official district communication as valid and that patience by all may be required.
- Upon authorization of the Superintendent, communications will be made via the district's automated mass media messaging system, e-mail, and/or Monroe One BOCES website.
- The Chief Communications Officer will provide links to the Monroe County Health Department website, the Federal and the New York State Department of Health and Human Services, and the Centers for Disease Control or the Monroe One BOCES website.
- The District Physician and Coordinator of Health Services will provide educational communications regarding best health care practices to encourage employees to acquire and maintain personal, regular health-care services that address any pandemic event that may occur.
- The Director of Human Resources will provide communications regarding school policies for employee's compensation and sick leave absences, mandatory exclusions, and enforcement that may be unique to a pandemic.
- Medical assessment and medically appropriate decisions may be made at a program or classroom level taking into consideration the safety of students.

## Section 14

### Functional Annexes

#### IV. Components of the Plan

To provide guidance on procedures and practices in the following areas:

- **Maintaining School/Department Functions**
  - Identify essential staff and school functions
  - Plan for absenteeism of students and/or staff
- **Preparedness Activities**
  - Guidance on hygiene posted throughout BOCES
  - Essential supplies such as, but not limited to N-95 surgical masks for nursing staff, hand sanitizing gels and soap for all staff and students use and appropriate cleaning supplies for staff
  - Distribution of a pandemic virus fact sheet containing information to help stop the spread of the virus to staff, students and parents/guardians
  - Updated vaccine information as available
  - Public Health guidelines as provided by government agencies
  - If necessary, the District Superintendent may initiate an Incident Command Center at the district office to manage the pandemic plan. The command center will collaborate with the District Physician, the Monroe County Health Department and other local, county and state agencies.
- **Development of a Management/Response Structure**
  - Monroe One BOCES has a District-Wide Health and Safety Team, and Building-Level School Safety Teams that share responsibility for emergency management and response to emergency situations.
  - The District-Wide and Building Safety Teams are comprised of staff members who use the Incident Command System to perform the following roles:
    - » Incident Commander
    - » Logistics
    - » Team Leader
    - » Operations/Maintenance
    - » Safety/Security
    - » Communications
    - » Medical
    - » Parent Liaison
    - » Mental Health
    - » Student/Staff Liaison

## Section 14

### Functional Annexes

- In the event of a pandemic, the District Superintendent or District/Building Incident Commanders will activate School Safety Teams as necessary to assist in carrying out the components of the pandemic plan. Members of the Monroe One BOCES Pandemic Committee will also be asked to participate as needed.
- An incident command center may also be established and located in either the Safety and Security Office (Building 7), the District Superintendent's conference room or other designated location.
- Scheduled briefings by the team to assess status of pandemic and M1B's status. This may include additional staff beyond the original committee membership as necessary.
- Review of present communicable disease policies and procedures
- **Procedure for attendance**
  - Staff assigned in a program/department to receive absence calls will use the script provided for eliciting information from parents and staff. Information will be recorded on forms provided which will be sent to the nurse's office in the building or to the Nurse Manager if a nurse is not assigned to program/department, by noon each day.
  - All students who become ill during the school day must be seen in the Health Office prior to dismissal from school.
  - All staff who become ill during the day must sign out in the Health Office prior to leaving the building.

#### V. Reduce the Spread of Virus

- **Student Spacing (Social Distancing)**

Student spacing refers to use of physical distance among students and exposure time among individuals to reduce the spread of virus between people. In the event of a pandemic, the Office of Student Services will distribute education and guidance on student spacing to all staff, students and parents.

Where possible, please consider the following student spacing strategies:

- Spacing students' desks three (3) feet apart
- Shortening passing periods
- Sending students to eat lunch at their desks
- Limited group activities and interaction between classes
- Creating a quarantine area to group people with respiratory symptoms together and apart from others who are not displaying symptoms of illness.

## Section 14

### Functional Annexes

- **School Cleaning**

- Frequent and routine cleaning will remain a best practice. Monroe One BOCES will follow the local, state, and federal guidelines for cleaning practices during a pandemic outbreak. Specialized cleaning solutions may not be necessary. Therefore, standard cleaning products and soap and water may be adequate manufacturer's instructions to ensure adequate amounts and appropriate drying periods are followed.
- The building ventilation system will provide a continual exchange of fresh air. If concerns arise regarding ventilation, Operations and Maintenance should be contacted immediately.
- To the greatest extent possible, staff will be advised not to share telephones, keyboards, etc. If it is essential that they are shared, they should be cleaned, and good hand hygiene observed following use. Other areas where hygiene practices are important would be frequently used equipment or fixtures i.e. doorknobs, hand railings, light switches, etc.
- Details regarding cleaning solutions can be found located on the fact sheets at the Monroe County Department of Health Website.

- **Educating Students/Staff/Parents to Eliminate Concern**

It is likely there will be anxiety regarding the Pandemic, and this may contribute to increased absenteeism and/or increased distress to students, parents and staff. Suggested methods to address this include:

- Continually educating those involved in the district's preparedness and ongoing management efforts.
- Provide timely updates to staff, students, parents, teachers and other relevant parties.
- During a pandemic, continue to educate staff, students and parents regarding the progress of the pandemic, its avoidance, and its effects.
- As needed, work with local resources and local public health officials to assure support mechanisms are readily available. (For example: district counselors, mental health, social services and faith-based resources.)

## Section 14

### Functional Annexes

- **Managing Illness in Staff, Students and Visitors**

- The Coordinator of Health Services, based on central office guidance, will post information on what to do if people get sick while at school.
- The Coordinator of Health Services, in conjunction with the Chief Communications Officer will inform staff and students regarding symptoms of the illness.
- The District Physician will provide nursing staff with medical orders for managing suspected or confirmed illness, including identification criteria, infection control, personal protective devices, and exclusion criteria.
- Within school programs, if a person becomes ill or if someone observes that another person is exhibiting symptoms of the virus at school, staff should alert the building principal who will direct the person to the health office for evaluation and, when indicated by the school nurse, ensure that the ill person leave the school as soon as possible, and does not return until the exclusion period has been met. In matters of school sheltering appropriate placement of the ill individual in a safe and comfortable setting will be a priority.
- To the greatest extent possible, the transportation of ill students will be done by parents and/or guardians.
- Students or staff members will be directed to seek medical care and report back to their respective school nurse, when applicable, if the virus is likely. The District Physician and Coordinator of Health Services will advise nursing staff on complicated cases.
- Parents and/or students, as well as staff members, will adhere to guidelines set forth by the Monroe County Health Department regarding standard baselines for staying home and when they may return to school. Supervisors and building principals working in cooperation with teaching and nursing staff will enforce mandatory exclusions.

#### **VI. Alternative Educational Methods**

Monroe One BOCES reserves the right to educate children based on the details of the pandemic. Procedures to assure continuity of instruction will depend on the variables of the pandemic-event.

Alternative modes of education may be delivered by web-based learning, e-mail, television/radio broadcasts and/or U.S. Postal Service. Alternatively, postponement of instruction with make-up sessions over previously planned vacations may be required based on local, state, and federal guidance, as well as feasibility of extended out-of-school instruction.

## Section 14

### Functional Annexes

#### VII. Continuity of Operations and Required Personnel

The Emergency Response Team will ensure that core functions, people and skills have been identified and that strategies are in place to manage these prior to a pandemic emergency. This includes budget, payroll, and on-going communications with parents and students. Each department supervisor will provide the District Superintendent, in advance, minimum staffing, program equipment and facility needs in order to maintain essential operations. Each supervisor will advise the District Superintendent if they have fallen below those minimum standards and can no longer function safely or properly.

Decisions on how and when to operate the school system with a significant shortage of staff and students will be made by the Monroe One BOCES District Superintendent of Schools. Such a decision will be made in conjunction with the Monroe County Health Department, the NYS DOH, and the Centers for Disease Control. These decisions may also consider alternatives such as staggered school times, changes to busing and telecommunications. Criteria for implementing containment measures such as, but not limited to, cancelling community classes and other mass gatherings, will be determined by the District Superintendent of Schools in collaboration with local, state, and federal guidelines.

- **All district level administrators** – will assist with communication, work with other agencies and plan accordingly to assist with communication, building guidance and enforcement
- **All secretarial staff** – to assist in carrying out the plan of action as directed by the district office and building administrator
- **All custodial staff members** – to ensure a safe, clean environment
- **All nursing staff members** – to assist in planning and promoting safe and healthy environments; to identify and manage staff and student illness; to assess, stabilize, and triage individuals with influenza like illness, and to assist the principal in enforcement of mandatory exclusions.
- **All Business, Payroll, Human Resource, and Security staff** – to address all issues that arise due to pandemic, will be decided in accordance with state and federal law, school district policy and the idiosyncrasies of the pandemic.

## Section 14

### Functional Annexes

#### COMMUNICABLE DISEASE CONTINUATION OF OPERATIONS PLAN

**Purpose:** Compliance with New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a which requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

**Consensus:** This plan will be reviewed by internal stakeholders including the District Superintendent, the Administrative Cabinet, the District Wide Health and Safety Committee, and Union Representatives as well as the public for review and comment. This plan is public and will be maintained in its most current form on the Monroe One BOCES website.

#### Essential Positions and Titles:

If the District Superintendent, state, or local government orders a reduction of the in-person workforce, a table of Essential Positions and Titles, with a Function Description and Justification will be used. Note that the NYS Department of Health COVID-19 tool kit guidance did NOT include school staff as essential workers. However, this plan's purpose is to maintain Monroe One BOCES continuity of operation and this Appended Table are those positions and titles required to:

1. Providing services required by law.
2. Maintaining the safety of employees, contractors, and constituency.
3. Providing vital services.
4. Sustaining quality operations.
5. Upholding the core values of Monroe One BOCES.

#### Protocol to Enable Telecommuting:

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. Assignment for working remotely requires:

1. Communication of implementation to the employees and contractors.
2. Assignment of on-site and remote work schedules by employee's supervisors.
3. Notification of expectations to contractors by contractor's administrator.
4. Ability for remote work may include expectations of:
  - a. Internet access.
  - b. Devices capable to receiving and sending digital information, files, video, voice communication.
  - c. Access to the Monroe One BOCES secure network.
  - d. Access to the software and databases necessary to perform work functions.

## Section 14

### Functional Annexes

#### **Protocol for Staggering Work Shifts and/or Reducing Contact Hours:**

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

1. Communication of implementation to the administrative team, union leadership, employees, and contractors.
2. Assignment of on-site and/or remote work schedules by employee's supervisors
3. Notification of expectations to contractors by contractor's administrator.
4. Communication of expectations of effect on minimum contract hours.

#### **Procurement for Personal Protective Equipment (PPE) and Safety Supplies:**

PPE for the health and safety of employees, students, contractors, and visitors for any reason, including the spread of infectious disease, may include:

- Face masks
- Face shields
- Gloves
- Disposable gowns or aprons
- Cleaning supplies such as sanitizers
- Personal hygiene supplies such as hand sanitizer, hand soap, paper towels, toilet paper

**Protocols for providing PPE** include identification based upon job duties and work location are accomplished through the Personal Protective Equipment Plan developed for normal work duties as well as following the PPE Chart for Schools developed for COVID-19 mitigation. We recognize that PPE requirements might change depending upon the exact nature of a new, specific public health emergency.

# Section 14

## Functional Annexes

### PPE Chart for Schools

PPE Required for interaction when social distancing cannot be maintained	Face Covering			Face Shield or Goggles	Gloves	Gown
	Cloth Mask	Surgical Mask	N95 Mask			
<b>If less than 15 minutes</b>	<b>X</b>					
<b>If over 15 minutes</b> such as 1:1 testing or therapy, working with a person who cannot wear a mask		<b>X</b>		<b>X</b>	<b>X</b>	
<b>Working with a person who cannot control body fluids</b>		<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>
<b>Health assessment of person with COVID-19 like symptoms;</b> providing nebulizer treatments, body suctioning.			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

**Always use professional judgment**

## Section 14

### Functional Annexes

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1. Inventory of available PPE, in accordance with the amended law, will include at least two pieces of each required type of PPE to each employee assigned to work on site for at least six months for normal work duties as well as to meet the requirements for mitigation of a COVID-19-type disease.
2. Disruption of the supply chain must be accounted for in the assessment of inventory stock to be maintained, based on our experiences with COVID-19 PPE and safety & cleaning supplies orders.
3. Storage of PPE stock as well as safety and cleaning supplies will be assessed regularly to prevent its degradation.
4. Adequacy of counts, and efficacy will be maintained by the Custodial Supervisor with quarterly reports to the Assistant Superintendent for Finance & Operations.
5. Central stock will be maintained at the Foreman Center. Deliveries are made through work orders as needed.
6. Monroe One BOCES will continue to participate in fiscally responsible purchasing for PPE, cleaning and safety supplies. This will include using cooperative bids, NYS and local county contracts. Should these bids not produce adequate supplies, we will put out independent bid requests, and continue to comply with all state requirements for purchasing controls.

**Personal responsibility** is critical to managing a public health emergency. We also agree as an institution that personal responsibility models the behavior we wish to instill in our students. Monroe One BOCES will continue to emphasize personal responsibility. COVID-19 is mitigated by employees wearing a face covering, maintaining social distance, and keeping their hands clean not only at work but also when out in public for any reason.

## Section 14

### Functional Annexes

#### Protocols for Exposure:

Protocols may be changed based upon what becomes known about the specific health emergency. The flow charts in the **Pre-K to Gr 12 COVID-19 Toolkit** will be used unless new information is brought forth by the CDC, NYS DOH, or Monroe County DOH.

**Daily Health Screening** is a current practice that intends to keep ill people home and keep individuals at risk of being contagious away from our facilities. The questions, to be answered before entering our sites with an attestation following the questions, are answered with an honest, personal assessment of COVID-19 symptoms and exposure are currently:

- A. Have you experienced any of these symptoms in the past 24 hours that are new or not usual for you?
  - 1. Temperature of 100 degrees F or higher
  - 2. New cough
  - 3. Headache
  - 4. Hard time breathing
  - 5. Sore throat (not due to allergies)
  - 6. Muscle or body aches
  - 7. Recent loss of taste or smell
  - 8. Congestion or runny nose
  - 9. Nausea or vomiting
  - 10. Diarrhea
  - 11. Fatigue
- B. Have you knowingly been in close contact (within 6 feet, for more than 10 consecutive minutes, without preventive measures) in the past 14 days with someone diagnosed with or suspected of having COVID-19?
- C. Have you had a COVID test in the last 48 hours because you were/are having symptoms?
- D. Have you traveled outside of NYS for more than 24 hours in the last 7 days (to a non-NYS border state)?

Positive response to these questions provides the direction to stay home or to not enter Monroe One BOCES facilities. The information is then followed up by the Nursing staff and, depending upon their evaluation, reported to Monroe County Public Health Department.

## Section 14

### Functional Annexes

**Facility Cleaning and Sanitizing** has always been used to control contagious diseases, of which there are many. The current protocols are:

1. Daily cleaning by the cleaning staff is accomplished after 3:00 PM and includes emptying trash, cleaning sinks/countertops, cleaning entry door hardware and glass, light switches, table and student desktops, dusting as needed, sweeping and mopping hard surface floors, vacuuming carpeting, the sanitizing and cleaning agent used is hydrogen peroxide based.
2. Employees are expected to maintain clutter-free housekeeping, clean and sanitize their personal workspace desktops, chair arms and telephones. The same hydrogen peroxide based cleaner and sanitizing agent is provided in a spray bottle and with paper towels for this purpose.
3. The common areas such as halls and entryways are maintained throughout the day with particular care to frequently sanitize high touch points.
4. If students are in session, an effort is made to clean instructional spaces between sessions.
5. Body fluid cleanups are accomplished by cleaners with strict adherence to Blood Borne Pathogen standards as quickly as possible whenever they occur.
6. Health Office areas, which may include offices, exam areas, bathrooms, isolation rooms, and respiratory therapy rooms are cleaned, sanitized and/or disinfected whenever requested by the health office staff.

Monroe One BOCES will support contract tracing by state and local governments. Staff will provide data such as badge swipes to identify as well as determine building entries. Data from WinCap software, that collects employee start and stop times via fingerprint or keyboard entry, records the location entered from attendance records to support contact tracing. Employees will continue to be expected to accurately report their time and work locations. Employees are expected to cooperate with contact tracing to the best of their ability.

## Section 14

### Functional Annexes

#### **Leave Provisions:**

During times of public health emergencies leave will follow all applicable laws and union contracts. Monroe One BOCES is committed to fulfilling employer obligations under state and federal emergency regulations that provide relief to employees during a public health emergency. The Human Resources Department is administering leaves in the event an employee needs to receive COVID-19-related testing, treatment, isolation, or quarantine in accordance with the following employment laws:

#### **New York Emergency COVID-19 Paid Sick Leave Law**, effective March 2020.

- Provides paid leave for at least fourteen days for any public employee who is subject to a mandatory or precautionary order of quarantine or isolation issued by the State of New York the department of health, local board of health or any governmental entity duly authorized to issue such order due to COVID-19.
- Executive Order 202.60 provides that “an employee shall not be eligible for paid sick leave benefits or any other paid benefits pursuant to this chapter if such employee voluntarily travels to a state with a positive test rate higher than 10 per 100,000, or higher than a 10% test positivity rate...”

#### **Families First Coronavirus Response Act (FFCRA)**, effective March 18, 2020 and expired on December 31, 2020.

- An employee who is unable to work or telework for reasons related to COVID-19 due to a quarantine or isolation order or is experiencing symptoms of COVID-19 and seeking medical diagnosis is entitled to paid sick leave at the employer's regular rate of pay up to \$511.00 per day and \$5,110 aggregate.
- An employee who is unable to work or telework for reasons related to COVID-19 will be entitled to paid sick leave at two-thirds rate of pay up to \$200 per day and \$2,000 in aggregate if the employee is:
  1. Subject to a Federal, State, or local quarantine or isolation order.
  2. Caring for a child of such employee because the school or place of care of the child has been closed due to COVID-19 precautions.
  3. Experiencing any other similar condition specified by the U.S. Department of Health and Human Services.

## Section 14

### **Functional Annexes**

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**Emergency Family and Medical Leave Expansion Act (EFMLEA),**  
effective March 18, 2020 and expired December 31, 2020.

- Amends the Family and Medical Leave Act of 1993 to require employers to provide expanded paid family and medical leave to employees who are unable to work or telework.
- An employee who is caring for a child of such employee because the school or place of care of the child has been closed due to COVID-19 precautions is entitled to receive up to ten (10) weeks of paid family and medical leave at two-thirds the employee's rate of pay up to \$200 per day and \$10,000 in the aggregate.

**Protocol for documenting work hours and locations:**

Employees are required to punch in and out at work, or from their remote work site, using the WinCap Web time and attendance system. Time and attendance records, daily employee health checks, visitor health check logs and building security card access may be used to support local public health officials with contact tracing efforts.

## Section 14

### Functional Annexes

#### Procedural Guidelines for Completing a Threat Assessment

Student makes a threat of harm to self or others.

- Supervision of the student is required at all times.
- The student's school-based mental health provider and administrator are notified as soon as feasibly possible.
- The student's parent/guardian is notified when feasibly possible.
- NOTE: If the mental health provider is not available, program administration will notify an alternate Behavior Health Staff (BHS) who is equipped to complete the assessment. In the event none are available, program administration will contact the BOCES Behavioral Health Coordinator or Assistant Coordinator.

Behavioral Health provider utilizes the Threat Assessment Interview form and guiding documents to complete an assessment of risk. This process should be completed with two staff when possible. If the student undergoes a mental health assessment by a medical agency, the assessment interview should be shared with the receiving medical care provider.

- If threat assessment is deemed **high/substantive**, building administrator contacts the Director of Security.

- If **no element of risk is present** as determined by the counselor, the counselor notes the action taken and confirms with the team how that behavior is to be addressed.
- Parent/guardian must be contacted with each threat.

The responding BHS Staff will complete a *Threat Assessment and Response Form\** and follow through on any indicated:

- Actions/ decisions during contact
- Referrals to address unmet needs
- Safety/Crisis Planning
- Options considered and rejected/postponed

\*This form is located in Teams at **Behavioral Health Services > Risk Assessments (Suicide.Homicide)**

**Email:** Responding BHS staff will send an email stating:

"A Risk Assessment and Response Form was completed for [last name, first name-date of incident] on [date]. It is located here: [Threat Assessment Interview](#). Please contact me with any questions."

**Sent to:** Coordinator and Assistant Coordinator of Behavioral Health Services  
Program/Building Administration

- Hard copy of the risk assessment will be sent to the parent/guardian
- When available, hard copy will be shared with receiving medical team

BHS administration will upload to: \_\_\_\_\_ This folder can be accessed by BHS Administration, Building Administration, District level TAM (Director of Security, Administration for BH, Chief Communications Officer, Assistant Superintendent of Operations, Director of Safety and Security, Deputy District Superintendent.

## Section 15

### **Arrangements for Obtaining Emergency Assistance from Local Government**

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Procedures for obtaining advice and assistance during emergencies from local government agencies and emergency services organizations:

- \* Employees are instructed to always follow the BOCES “Emergency Notification Procedures.”
- In the event of an emergency, the District Wide and/or Building-Level school safety teams are formed.

Under the direction of the Incident Commander, Safety and Security team member will CONTACT:

**MONROE COUNTY**  
**Office of Emergency Preparedness**  
111 Westfall Road  
Room B-11  
Rochester, NY 14620-4633  
(585) 473-0710

## Section 16

### **Procedures for Obtaining Advice and Assistance**

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Procedures for obtaining advice and assistance during emergencies from local government officials, including the county or city officials responsible for implementation of article 2-b of the Executive Law-Section 155.17(e)(1)(vii):

- \* Employees are instructed to always follow the BOCES “Emergency Notification Procedures.”
- In the event of an emergency, the District Wide and/or Building-Level school safety teams are formed.

Under the direction of the Incident Commander, Safety and Security team member will CONTACT:

**MONROE COUNTY**  
**Office of Emergency Preparedness**  
111 Westfall Road  
Room B-11  
Rochester, NY 14620-4633  
(585) 473-0710

## Section 17

### District Resources Available in an Emergency

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

#### 1. Cafeteria Capacities / Inventory Summary:

Per the Food Service Director, in the case of evacuation at Monroe #1 BOCES, food supplies are always on hand in general food stock which can be used in case of any emergency.

The above items are for emergencies in which there is no electric, and could supply entire school including students, faculty, and staff for two days. With electric, there is enough to feed all involved for 3 to 4 days.

#### Transportation:

In the event of an emergency evacuation, busses will be obtained by calling appropriate Directors of Transportation:

Fairport Transportation Contact: ..... Director of Transportation-Peter Lawrence  
Transportation Phone: 421-2025

Rush-Henrietta Transportation Contact: ..... Director of Transportation  
Transportation Phone: 359-5380

Penfield Transportation Contact: ..... Director of Transportation  
Transportation Phone: 359-5380

Transportation also maintains the complete list of BOCES owned vehicles by department.

#### Fuel Inventory:

Central Campus: ..... 10,000 gallon unleaded gasoline tank  
100 gallon diesel tank

## Section 18

### Procedures to Coordinate the Use of School District Resources and Manpower during an Emergency

#### Description of procedures to coordinate the use of school district resources and manpower during emergencies, including:

##### **Authorized personnel and responsibilities:**

The role of Incident Coordinator is to manage and coordinate the school district's response to incidents affecting students, faculty, staff, and facilities. In that capacity, the IC may direct personnel, take actions and implement procedures as necessary to resolve issues related to the incident. The following positions are authorized to assume the position of District-Wide IC:

**District Superintendent:** Dan White

**Deputy District Superintendent:** Cathy Hauber

**Assistant Superintendents:** Scott Covell, Lisa Ryan, Michelle Ryan

**Director of Human Resources:** Dennis Glaser

**Director of Safety and Security:** James Colt

Once a person has assumed command of an incident, that person will remain the IC until relieved by choice or by the Superintendent. The responsibilities of the IC are as follows:

- ▶ Assume command
- ▶ Classify level of threat by matching to threat criteria
- ▶ Take protective action to stabilize the scene
- ▶ Select and establish an appropriate command post
- ▶ Conduct initial briefing of the Incident Management Team
- ▶ Set specific objectives and direct that incident action plans be developed
- ▶ Brief all command post personnel on incident action plans
- ▶ Continually review and update incident action plans with the IMT
- ▶ Approve all incident information released to the news media
- ▶ Set objectives and approve plans for returning to normal operations

The IC will be in charge of the District-Wide school safety team: See section 12.

## Section 18

### **Procedures to Coordinate the Use of School District Resources and Manpower during an Emergency**

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Members of the District Health and Safety Team continuously assess and identify additional resources with specialized training (fire response, epi-pen, Narcan, Stop the Bleed training, etc.)

#### **\*Communication Resources:**

- Radios (2-way)
  - Telephones
  - Cell-phones
  - PA system
  - Mass Notification System
  - Bullhorns
  - Computers-Internet/Web Site
  - Intercom system
  - NOAA weather radio alert
  - Television/Media
  - Faxes
- 
- Methods of emergency communications vary depending on emergency situation.

Transportation maintains list of BOCES-owned vehicles available for use with an emergency.





**monroe one**  
EDUCATIONAL SERVICES

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