

MAIN CAMPUS Emergency Response Plan [2022-23]



ROCKLAND BOCES MAIN CAMPUS EMERGENCY RESPONSE PLAN
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INTRODUCTION

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

The purpose of the school Emergency Response Plan (ERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. It is important to develop, maintain, train and exercise ERPs in order to respond quickly before, during and after an incident. A well developed and practiced ERP provides parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Using this suggested planning format assists schools in meeting legislative mandates contained in 8 NYCRR Section 155.17 and provides the use of best practice to improve outcomes following emergency situations.

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

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

The Basic Plan standardizes language and provides a structured framework for school ERPs statewide. Individualized policies and procedures will be developed locally based on each school's unique circumstances and resources. Tools to manage an emergency must include response procedures that are developed through threat assessments, safety audits, planning and training before an incident occurs. The [New York State Guide to School Emergency Response Planning](#) provides for the development of annexes to meet each school's unique circumstances.

Functional Annexes focus on critical operational functions and the courses of action developed to carry them out. In New York State, to ensure consistency, we provide schools with standardized definition and suggested best practice of the following Functional Annexes:

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- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

These five Functional Annexes provide a common foundation for response to all emergencies and will not be modified. The intent is to create an environment where students, school staff, and emergency responders recognize the language and procedures provided no matter where they are in the State. Additional examples of core Annexes to consider are provided with suggestions for planning consideration.

Actions and best practices outlined in the Threat/Hazard Annexes section, detail what to do in the event of various emergencies. Suggestions are provided to assist schools in the development of their own customized Annexes that best fit their School ERP. With this in mind, it is important to create and insert appropriate floor plans for each building and provide current information about school response team members, students and staff with special needs and any other information critical to each school building. It is also important to identify appropriate staff to fill specific roles related to incident command and appropriate response teams. Once you have developed your school ERP, appropriate training and drilling is required to ensure that all district personnel, and school personnel, and students understand the plan and their roles and responsibilities.

As you work your way through this guide you will find text highlighted in three colors:

- Red text indicates a section that is required to be completed.
- Blue text indicates a section of law.
- Yellow text indicates a date by which a requirement must be met.

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SUMMARY OF LAWS

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

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

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

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

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

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

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THE BASIC PLAN

Introductory Material

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school shall have a Building-Level School Safety Team that consists of representatives from the following groups: teacher, Administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

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

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. Advanced planning will specify the type of communication and services provided by one agency to another.

Distribution of the Plan

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

Schools fulfill the requirement to submit building-level ERPs to the State Police by submitting their plan electronically each year via the SED Monitoring application accessed through the New York State Education Department (NYSED) business portal. <https://portal.nysed.gov/abp>

At this time, school officials must comply with the requirement to submit the building-level ERP to local law enforcement by contacting local law enforcement directly. Local law enforcement must be a part of your required Building-Level school safety planning team.

School ERPs are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

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Record of Distribution

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

Plan Review and Updates

8 NYCRR Section 155.17 (b) requires the School Safety Team to review its ERP annually and update it by October 1st as needed.

Revision/Update/Amendment	Name	Date
General Update	Ron Hansen	6-1-22
General Update	Health and Safety Department	7-1-22

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Purpose and Situation Overview

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.

Sites of Potential Emergencies include:

- Palisades Shopping Center
- The Shops at Nanuet
- Proximity to New York City
- The NY State Thruway
- Gov. Mario Cuomo Bridge
- Bowline Gen ON Generating Plant
- Orange & Rockland Utilities
- United Water
- Major Hospitals (Montefiore Nyack Hospital, Good Samaritan, Helen Hayes)
- Rockland Psychiatric Center
- Rockland County Correctional Facility

The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods will 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 will consider when conducting a threat/hazard assessment.

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Threat, Hazard Types, and Examples

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

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Planning Assumptions and Limitations

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The 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 will not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the 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.

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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.

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 more qualified Incident Commander. [8 NYCRR Section 155.17 \(e\)\(2\)\(v\)](#) requires a definition of a chain of command consistent with the Incident Command System.

Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (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.

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Organization and Assignment of Responsibilities

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

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school 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 will be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Principal

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

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this ERP.
- Take steps necessary to ensure the safety of students, staff and others.
- Determine which emergency protocols to implement as described in the functional annexes of this ERP.
- Coordinate/cooperate with emergency responders.
- Keep the Superintendent informed of the situation.

Teachers/Substitute Teacher/Student Teachers

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

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site.
- Report missing students to the appropriate Emergency Response Team Member.
- Execute assignments as directed by the Incident Commander.
- Obtain first aid services for injured students from the school nurse or person trained in first aid.
- Arrange for first aid for those who are unable to be moved.
- Render first aid or CPR if certified and deemed necessary.

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Teaching Assistants

Responsibilities include assisting teachers as directed and actions to ensure the safety of students.

Counselors, Social Workers & School Psychologists

Responsibilities include:

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

School Nurse/Health Assistant

Responsibilities include:

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

Custodians/Maintenance Staff

Responsibilities include:

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

Principal's Secretary/Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Provide assistance to the Incident Commander/Principal.
- Monitor radio emergency broadcasts.
- Execute assignments as directed by the Incident Commander.

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Food Service/Cafeteria Workers

Responsibilities include:

- Prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander.

Bus Drivers

Responsibilities include:

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

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander.

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident.
- Follow directions given by faculty and staff.
- Know student emergency actions and assist fellow students in an incident.
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards.

Parents/Guardians

Responsibilities include:

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

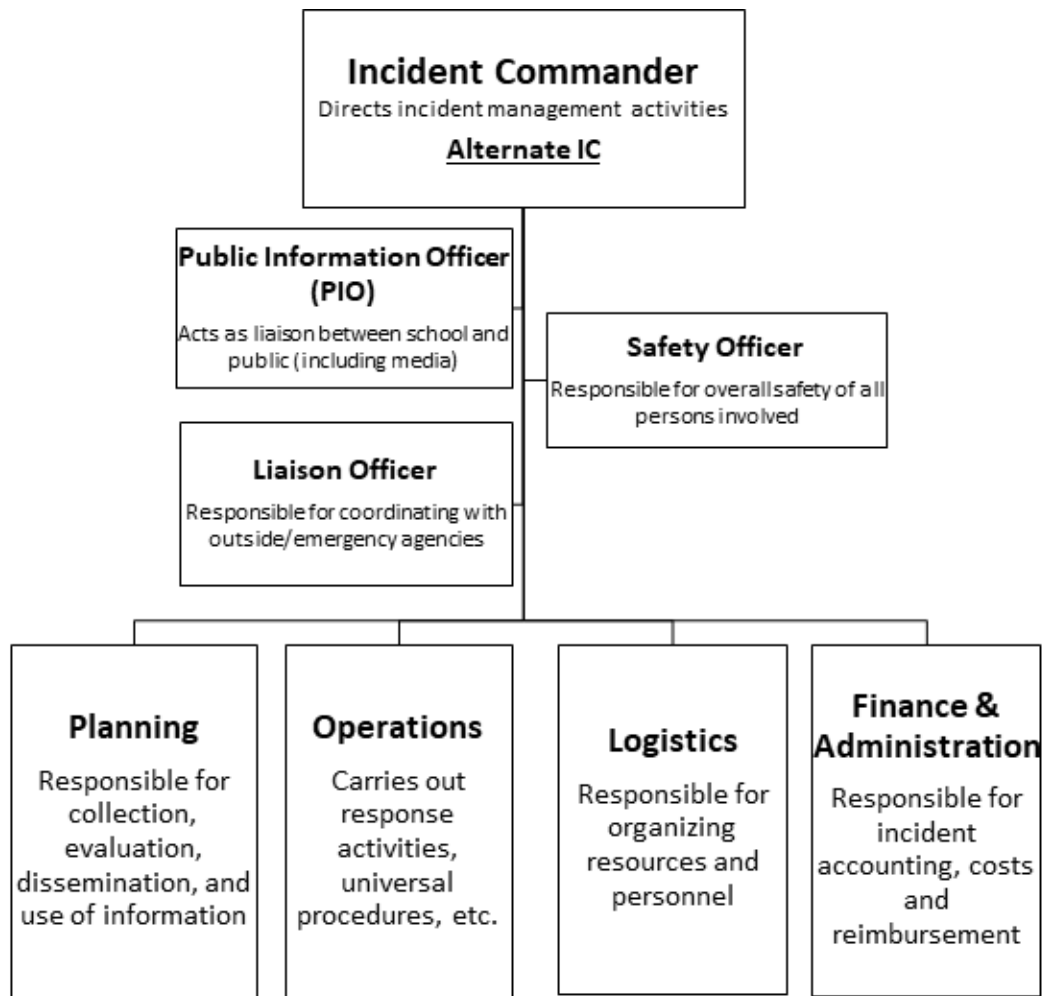
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Direction, Control, and Coordination

School Incident Command System

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

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



See Appendix B: Incident Command System for a listing of individuals designated to fill the Command Staff roles.

School Incident Command System (ICS) Roles Defined

Rockland BOCES Main Campus
Building-Level School Emergency Response Plan

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

Incident Command

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

Responsibilities and duties include:

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

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 the Logistics Section.
- Document all activities.

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

Planning Section

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Building-Level School Emergency Response Plan

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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.

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 trees for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment.
- Document all activities.

Finance/Administration Section

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.

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.

Source and Use of Resources

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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.

See Appendix-D: Memoranda of Understanding, include copies of all MOU's.

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Information Collection, Analysis and Dissemination

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

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.

Information Documentation

The assigned staff member will document the information gathered including:

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

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Training and Exercises

The school 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 will occur.

Training

All school staff, students, and others deemed appropriate by the school will 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 will be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency.
- Annual training
 - Review ERP with staff.
 - Conduct full staff briefings on roles to perform during an emergency.
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP.
 - Conduct student briefings on roles they perform during an emergency.

Drills & Exercises

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

- [Section 807](#) of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 16 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).

2020 New York State Fire Code

Requires that at least 1 fire evacuation drill be held monthly. This includes winter and summer months, even when school is not in session. (There is verbiage in the fire code that allows the schedule to be altered for severe weather.) Facilities planning needs to be included in the communication when the schedule is altered due to severe weather.

The first evacuation drill must be held within the first 10 days of the school year.

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Requires that evacuation drills are held at various times through the day or evening, including when classes are changing, at assembly, and other times. School **is not required** to be in session for every evacuation drill to meet the NYS Fire Code requirements.

May require conducting staff only evacuation drills during the summer months and other times when school is not in session.

Education Law 807

Requires a minimum of 12 drills in each school year at various times throughout the school day.

Eight of the 12 drills must be held between September 1st and December 31st. NYSED has interpreted this section to require all 8 of these drills to be evacuation drills.

Eight of the 12 total drills must be evacuation drills.

Four of the 8 evacuation drills must use fire escapes, if provided, or secondary means of egress. (i.e. an alternative exit route or a rescue widow).

Four of the 12 total drills must be lockdown drills.

Two additional drills must be conducted during summer school, for the districts which hold summer school.

The first summer school drill must be conducted within the first week of summer school.

Requires either an additional drill during lunch period or assembly, or alternatively, students can be given instruction on what to do in case of a fire.

Compliance

Complying with both regulations can be challenging. Historically, school districts conducted 12 drills throughout the school year. To be compliant with both of the above regulations, 12 drills will no longer be sufficient. This does not mean that both regulations have to be met individually (i.e. 24 annual drills). As long as all requirements of both regulations are met, one evacuation drill can constitute an evacuation drill for both regulations. The minimum number of drills a school can complete in one year, and still be compliant with both regulations is 20 (16 evacuation and 4 lockdown). If you have any questions, please contact your BOCES Health and Safety Specialist.

- [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 will be conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated “safe areas” within each

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room. Where possible, the school will seek out opportunities to conduct full-scale response exercises with law enforcement.

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

Administration, Finance and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school districts and school officials. Copies of these agreements are located in Appendix D.

Documentation

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

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

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school 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.

Preservation of Records

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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).

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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 emergency management operations and activities.

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

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FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School Emergency Operations Plans.

The Functional Annexes within this section, will provide schools with a comprehensive set of guides for responding to and functioning during an emergency. Each School Building-Level School Safety Team will assess and develop annexes to meet the unique needs of each school building.

Functional Annexes provide standard language and procedures, and 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 \(e\)\(2\)\(i\)](#))
- Lockout
- Lockdown

These annexes contain elements required by [8 NYCRR Section 155.17](#). Completion of these annexes utilizing the recommended actions will help the school comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The School Safety Improvement Team also recommends that schools complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

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1. Shelter-In-Place

Purpose

A Shelter-In-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Actions

Initiate Shelter-In-Place

- **Shelter-In-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed.

- ☒ **YOUR ATTENTION PLEASE.**
- ☒ **THERE IS A SITUATION REQUIRING YOU TO Shelter-In-Place.**
- ☒ **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**

Execute Shelter-In-Place

- Shelter-In-Place will be announced by intercom, public address system, etc.
- Return to classrooms (cease all outside activities). Close windows and doors, await further instructions. Assist students as needed.
- Conduct a visual search of your area and report any suspicious items to the main office. **DO NOT TOUCH ANYTHING.**
- Keep everyone quiet, silence cell phones. Listen for updates.
- Await instructions from the main office. If you must relocate to another area, students are to leave their books and belongings in the classroom.
- Take your class roster and attendance.
- Upon arrival to alternate site, take attendance of students and adults. Report missing or added students. Remain in place until further notified.

Additional Considerations for Shelter-In- Place

The Building-Level Safety Team will consider the following when reviewing the current plan or developing new policies and procedures. This is not an exhaustive list.

Procedures for the following will be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to Shelter-In- Place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate Annex (es) appropriate to respond to the situation.
- Notify all concerned parties when the Shelter-In- Place is lifted.

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2. Hold-In-Place

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.

Actions

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.

- ☐ **YOUR ATTENTION PLEASE.**
- ☐ **THERE IS A SITUATION REQUIRING YOU TO HOLD-IN-PLACE.**
- ☐ **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**

Execute Hold-In-Place

- Listen to instructions about the situation and your actions. Instruction continues in the classroom.
- Students in hallways should return to assigned classrooms if possible, or find the nearest classroom.
- Staff will take attendance, all other staff assist students as needed.

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3. Evacuation

Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per [8 NYCRR Section 155.17 \(e\)\(2\)\(i\)](#).

Evacuation will take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Actions

Initiate Evacuation

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a Public Address (P.A.) System or bullhorn.
 - **YOUR ATTENTION PLEASE.**
 - **WE NEED TO EVACUATE THE BUILDING.**
 - **STAFF TAKE YOUR CLASS ROSTER.**
 - **STAFF TAKE YOUR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.**
 - **STAFF TAKE ATTENDANCE WHEN SAFE TO DO SO.**

Execute Evacuation

- If you detect a fire or smoke condition, pull the fire alarm, call 911 and evacuate the building.
- Notify the main office of the fire location as well as any injuries.
- Close windows. Turn off all lights.
- When moving to exits, close all doors behind you, **DO NOT LOCK**.
- Touch doors before opening. If a door is hot or you encounter smoke, try another exit.
- Stay close to the floor to avoid smoke inhalation.
- Never go back into the fire to get something or rescue someone.
- If someone is on fire, use the Stop, Drop and Roll technique.
- If you must use a fire extinguisher use the Pull, Aim, Squeeze, Sweep technique.
- Report to designated fire evacuation site.
- Take attendance of students and adults and report discrepancies to the Supervisor.
- All fires must be reported to the fire department.
- 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.

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Evacuation – (Off School Grounds)

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building-Level School Safety Team determines appropriate off-site evacuation areas prior to an actual incident. Preplan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.
- Notify all assembly areas to evacuate to an offsite location.
- Method of Travel
 - Primary location walk
 - Secondary transport via BOCES buses

Evacuation – Return to Buildings or Grounds

No students or staff shall return to school buildings or grounds until advised to do so by the Incident Commander or appropriate officials.

- The Incident Commander will make the decision when it is safe to return to the building.
- In the event that emergency response services (Police, Fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, who will then make the decision to allow students and staff to return to the building or grounds.

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4. Lockout

Purpose

This annex describes the courses of action the school will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

Actions

Initiate Lockout

- **Lockout** will be announced by intercom, Public Address (P.A.) System, or otherwise.
 - ☐ **YOUR ATTENTION PLEASE.**
 - ☐ **THERE IS A SITUATION REQUIRING THE SCHOOL TO LOCKOUT.**
 - ☐ **ALL OUTDOOR ACTIVITIES ARE CANCELLED.**
 - ☐ **PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES.**

Execute Lockout

- Lockout will be announced via intercom, public address system, or otherwise.
- Lock all exterior doors and windows.
- Terminate all outside activities.
- Once inside, take attendance of students and adults and report any missing people to the main office.
- Leave blinds/lights as they are.
- Entry to the building may be gained only on a one-on-one basis, and only through a locked and monitored door.
- Classes otherwise continue as normal.
- A Lockout is lifted when the external threat is resolved.
- Notification of Lockout resolution may be through any means appropriate for the building.
- Report any suspicious activity noted inside or outside the building to the main office.
- After initial instructions, listen to the updates.

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5. Lockdown

Purpose

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown will involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Actions

Initiate Lockdown

- Where possible a **Lockdown** will be announced by intercom, Public Address (P.A.) System, or otherwise.
- Contact 911
- In events where an immediate threat to life safety is recognized (such as a person armed with a gun in the hallway) any faculty or staff shall raise the alarm and initiate a lockdown.

LOCKDOWN! - LOCKDOWN! - LOCKDOWN!

Execute Lockdown

- Immediately gather students from hallways into classrooms or offices. This includes common areas and restrooms adjacent to classrooms.
- Lock classroom door(s) and have students take a seated position on the floor next to the wall out of view from the door window. Stay out of sight.
- Cover windows, turn off lights and close blinds, if safe to do so.
- Display red/green cards in exterior windows and document/attend to any injuries as well as possible.
- No one will be allowed to enter or leave a classroom or office under any circumstances. Barricade if necessary.
- Do not answer or communicate through your locked door.
- Do not allow anyone into your secured area.
- Do not answer a classroom telephone.
- Do not respond to a fire alarm unless you can see signs of fire.
- Keep everyone quiet, silence cell phones.
- Do not respond to the intercom, public address system or other announcements.
- Take attendance – include additional people. Note last known location of missing students. Keep this record.
- Lockdown will end **ONLY** when you are physically released from your room by emergency responders/law enforcement.

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- Staff and students located outside at the time of the Lockdown will move away from the building and gather at the predetermined safe area. If you are unaware of the location, leave the property, go to a safe location, and call for assistance. Do not return until the Lockdown is resolved.
- If you are in an open area, move to a room capable of Lockdown, or escape safely if possible.
- IF VIOLENCE ENTERS YOUR SECURE AREA, TRY TO ESCAPE WITH OTHER OCCUPANTS.
- IF ONE CAN SAFELY ESCAPE WITHOUT LOCKING DOWN, DO SO.
- AS A LAST RESORT, DEFEND YOURSELF IF THERE IS NO SAFER OPTION.

LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT.

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6. Crime Scene Management

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

Actions

Respond

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

Evaluate

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

Secure

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

Protect

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

Observe

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

Notify

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

Document

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

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7. Communications

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, will 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 **Scott Salotto, Director of Communications and Governmental Relations/Public Information Officer** and located at **65 Parrott Rd. West Nyack, N.Y. 10994**.

Types of Communications

Communication between School and Emergency Responders

The school will contact and maintain communications with 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 the communication platform described in the School ERP 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.

Internal Communications

A building administrator will work with the official agency spokesperson/public information officer (PIO); this team will be responsible **for creating district-level and building-level internal communications/messaging**. This team will:

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

Communication between School Officials and Staff Members

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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.
- **Staff Portal**

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.
- **Official agency website, official agency social media accounts.**

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.

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 will not be shared if they will impede the safe response to an incident.**
 - Information will be included in **"A Parent Guide For School Emergencies" agency publication.**
 - 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 **K-12 text messages, robocalls, e-mails, social media posts and radio/TV where appropriate** 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.

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- 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.

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 with **Scott Salotto**.

- 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.

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8. Medical and Mental Health Emergency Annex

Purpose

8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the ERP with the statewide plan for disaster mental health services.

Actions

Medical Emergency

Responsible Party	Action
Employee	<ol style="list-style-type: none"> 1 Notify the nurse and building Administrator of the situation. 2 Keep injured individuals calm by talking to them. 3 If injury occurs off-site, contact 911.
Administrator	<ol style="list-style-type: none"> 1 If necessary, the building Administrator or school nurse will summon emergency medical assistance by phoning 911. 2 If necessary, announce a “Hold-In-Place” to keep students and staff out of hallways away from the scene. 3 In the case of injury during an emergency, the building Administrator/designee shall have made available to all faculty members and non-instructional staff the names of persons who are currently trained and certified in the provision of first aid, CPR and/or AED. 4 The school nurse or building Administrator will notify parents/guardians, spouse or other designated emergency contact person(s). 5 The building principal will notify the Superintendent and alert the other school buildings, if necessary. 6 The school nurse or building Administrator will terminate the medical emergency when appropriate actions have been taken to resolve the medical emergency. 7 The school nurse or building Administrator shall complete an Incident/Injury form.
Superintendent	<ol style="list-style-type: none"> 1 Notify all other building Administrators and Supervisors, if necessary. 2 Notify State Officials, if necessary. 3 Determine need for communication to parents/guardians, staff and media.

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Mental Health

Responsible Party	Action
Employee	<ol style="list-style-type: none"> 1 Notify the building Administrator of the situation. 2 Keep talking to the person. Appeal to the person's emotions and reassure them that there is help available. 3 Stall for time until additional help arrives. 4 If a weapon is involved, exercise extreme caution and do not jeopardize your own safety.
Administrator	<ol style="list-style-type: none"> 1 Review level of threat posed by suicide threat. 2 If necessary, call the police. 3 Contact the Superintendent. 4 Follow police instructions for handling suicide threat if appropriate. 5 Consider evacuation of students and isolating the impacted area. 6 If evacuating, take an emergency management kit. 7 Consult with police to resume normal duties.
Superintendent	<ol style="list-style-type: none"> 1 Notify all other building Administrators and Supervisors. 2 Notify State Officials, if necessary. 3 Determine need for communication to parents/guardians, staff and media.

The Building-Level School Safety Team will consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following will be included:

- Instructions on where emergency medical supplies (e.g. first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post Incident Response Team table in Appendix C with appropriate staff.
- Procedures on sharing and reporting information about unusual situations, if warranted.
- Addressing the immediate, short, and long-term counseling needs of students, staff and families.
- Location where counseling and psychological first aid will be provided.
- A plan to have counselors available to assist students if necessary.

Accounting for All Persons

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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.

Actions

Staff are responsible for taking student attendance. Administration, or designee, is responsible for taking staff attendance. All attendance information will be reported to the Incident Commander when classes relocate inside the building or an evacuation takes place.

9. Reunification

Purpose

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The Reunification Annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Actions

A designated location is always established for parents/guardians to reunite with their children following an emergency. This may be the school or another location in cases where the school building was evacuated.

- *At the reunification site, school administrators and police and fire officials account for students and provide aid to those who need it immediately. Students are released only to authorized individuals listed on their School Emergency Card who show proper identification.*
- *Following a school crisis, specially trained school and district crisis team members and social workers are available to provide counseling and outside referrals to students, staff members and others who may need it.*

The Building-Level School Safety Team will consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following will be included:

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Notifying a contact person at the relocation site(s) to prepare for the arrival of students.
- Designating a Reunification Coordinator.
- Activating Annex(es) appropriate to respond to the situation.
- Designating a holding area for arriving students and staff away from waiting family members.
- Designating an adult report area for parents/guardians to sign-in and to check identification.
- Establishing a student release area. Students will be escorted to meet their parent/guardian and sign out.
- Establishing a mental health area and direct staff to escort the 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.
- Staging the media area away from the reunification site and notify the PIO of the location.
- Keeping evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Releasing students to authorized persons after checking proof of identity and signing a student release form.
- Instructing parents/guardians to leave the site to make room for others once they have signed out their student.
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the Special needs students who may be significantly impacted by the stress of the incident and additional support staff may be required to support these students.

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- Following the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site.
- Maintaining current student and staff emergency information that details special needs, such as medical or custody issues.

10. Continuity of Operations Plan (COOP)

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.

Actions

Principal or Superintendent	<ul style="list-style-type: none"> ● Determine when to close schools, and/or send students/staff to alternate locations. ● Disseminate information internally to students and staff. ● Communicate with parents/guardians, media, and the larger school community. ● Identify a line of succession, including who is responsible for restoring business functions for school.
Principal/Assistant Principal and/or Department Heads and Curriculum Director	<ul style="list-style-type: none"> ● Ensure systems are in place for rapid contract execution after an incident. ● Identify relocation areas for classrooms and administrative operations. ● Create a system for registering students (out of district or into alternative schools). ● Brief and train staff regarding their additional responsibilities. ● Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ● Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). ● Reevaluate the curriculum.

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Custodians/Maintenance Personnel/School Architect and New York State Department of Education	<ul style="list-style-type: none"> ● Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. ● Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re-landscaping). ● Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ● Secure classroom equipment, books, and materials.
School Secretary/Office Staff	<ul style="list-style-type: none"> ● Maintain inventory. ● Maintain essential records (and copies of records) including the school's insurance policy. ● Ensure redundancy of records (records are kept at a different physical location). ● Restore administrative and record-keeping functions such as payroll, accounting and personnel records. ● Retrieve, collect, and maintain personnel data. ● Provide account payable and cash management services.
Counselors, Social Workers, and School Nurses/Health Assistants	<ul style="list-style-type: none"> ● Establish academic and support services for students and staff/faculty. ● Implement additional response and recovery activities according to established protocols.
Food Service/Cafeteria/ Bus Drivers and Transportation Supervisor	<ul style="list-style-type: none"> ● Determine how transportation and food services will resume.

The Building-Level School Safety Team will consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following will be included:

- 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.
- Ensuring 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.

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